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AUTHOR Schenck-Hamlin, William J.; And Others
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ABSTRACT

The 35 exercises presented in this paper have been designed to simulate real-life experiences involving the process of persuasion and to enhance understanding of the persuasive process. Among the aspects of the persuasive process dealt with are the identification of persuasive events, emotive language, language intensity, source credibility, listening, language attitudes and behavior, counter-attitudinal advocacy, cognitive dissonance, motivational and fear-based appeals, the power of suggestion, analysis of protest messages, symbols for solidification in social movements, appeals to target audiences, advertising, and nonverbal communication and persuasion. The exercises include information about their background and purpose; list requirements regarding time, number of participants, and materials; provide materials to be used in the exercises; suggest step-by-step procedures; and offer suggestions for facilitating the exercises and for analyzing their results. Suggested readings are listed for many of the exercises. An exercise evaluation sheet is also included. (GW)

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EXERCISES IN PERSUASION

Authors in alphabetical order:
Gail Theus Fairhurst
Miami University
William A. Haskins
Marquette University
W. Patrick Neal
University of Wisconsin-Green Bay
William J. Schenck-Hamlin
Kansas State University

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Preface

Persuasion is a complex human endeavor that is one of the most studied and least understood of any human phenomenon. This workbook attempts to enhance your understanding of the persuasion process by presenting a series of exercises illustrative of parts of the process. The philosophy that pervades this effort is that you can become both a more competent practitioner and a more critical consumer of persuasion by engaging in theory based experiential activities. This twofold development is vital for citizens in a society where persuasion is a basic staple of life. You may not become a "great" persuader as a result of your association with this workbook, but you should develop an increased awareness of how to persuade others. The hope of the authors of this book is that you will become a more cautious, intelligent, and selective consumer of the thousands of persuasive messages that bombard you each day.

The various exercises have been designed to simulate and/or duplicate real-life experiences as closely as possible. The exercises help you to master this course as well as improve your day-to-day persuasive experiences. The theoretical aspects of persuasion in this workbook have been centered around five basic beliefs concerning human behavior.[1]

No matter who the persuader is or what particular persuasive techniques are being employed, certain assumptions about human behavior are always involved. In fact, the assumptions you make about the audience really specifies the types of strategies you use. For example, if you assumed your audience learned by the principle of association, you would be using the Stimulus Response Design. That means, you would be pairing two kinds of stimuli together, for instance, "Crest" with "toothpaste."

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[1] Otto Lerbinger develops five basic designs for persuasive communication which are briefly reviewed in following paragraphs and which serve as a structure for organizing the theoretical exercises in this workbook, see: Otto Lerbinger, Designs for Persuasive Communication (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), pp. 53-112.

Perhaps if you assumed your audience was composed of rational information seekers, the Cognitive Design would then be appropriate. You would present your audience with a rational line of reasoning. Many automobile advertisements use this approach when they present their mileage tables, projections for automobile values, etc.

The Motivational Design operates on the assumption that your audience is composed of individuals with needs and desires. You would show your audience how you could satisfy their needs. Politicians make use of this design; they know what issue is uppermost in their constituency's minds and they address themselves to it.

If you addressed your audience not as individuals, but as social groups, you would be using the Social Design. You would use their identification with a particular group as your chief persuasive technique. A political party leader would address "all good Democrats." A minister would address his/her congregation as "good Christians."

If you believed your audience's attitude is a reflection of their ego, you would employ the Personality Design. You would attempt to appeal to their ego ideals and avoid evoking their defenses. Strong fear appeals, such as those used by the American Cancer Society to discourage smokers, demonstrate the Personality Design.

In addition to the explanation of theory through the five basic assumptions of human behavior, we have attempted to correlate these assumptions with everyday persuasive events. Many of the exercises relate to public speaking, advertising, political campaigns, social movements, and interpersonal persuasion.

Scholars in the communication field generally agree that there is both an art and science of persuasion. There are not any guaranteed recipes or prescriptions for persuasion. Your participation in these exercises should provide a basic understanding of some of the principles of persuasion. The key to persuasion is the flexible application of principles to everyday situations. The full benefit of the exercises comes only in part through classroom interaction. If you can apply the lessons contained in the exercises to life as you see it around you, then these exercises may prove to be a pathway to real understanding.

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TITLE: IDENTIFICATION OF PERSUASIVE EVENTS

PURPOSE:

Persuasion encompasses a wide range of behaviors. There is even some controversy as to just when and to what extent an event involves persuasion. The purpose of this exercise is to 1) get you to start thinking about a variety of situations where persuasion may be occurring 2) make some decisions as to how much persuasion is occurring; and 3) derive a definition of persuasion by examining the underlying components of those situations that you deem persuasive.

TIME:

20-30 minutes.

PARTICIPANTS:

May be done individually or in groups.

MATERIALS:

See the statements following these directions.

PROCEDURE:

Mark (A) if the event described is clearly and unmistakably an example of persuasion.

Mark (B) if the event is essentially (in most ways) an example of persuasion.

Mark (C) if the event is somewhat (in some way) an example of persuasion.

Mark (D) if the event is not at all an example of persuasion.

Give events.

PROCESSING:

1. What common components do each of the events labeled "A" have?

2. Must all of these components be present for persuasion to occur?

3. If so, what is your definition of persuasion then? If not, what is your definition of persuasion and do you think it is possible to narrowly define the concept?

4. Some noted authorities on persuasion have chosen to define the concept in the following manner. Examine each definition. What does each author emphasize in their definition? Can you select situations that one author would consider as persuasion and another would not by returning to the list?

   Brembeck and Howell[1] defined persuasion as "the conscious attempt to modify thought and action by manipulating the motives of men (and women)[2] toward predetermined ends."

   Bettinghaus[3] defined persuasion as "a conscious attempt to change the behavior of another individual or group through the transmission of some message."

   Fotheringham[4] defined persuasion as "that body of effects in receivers, relevant and instrumental to source desired goals, brought about by a process in which messages have been the major determinant of those effects."

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[1] Winston L. Brembeck and William S. Howell, Persuasion (Englewood Cliffs, New Jersey: Prentice-Hall, 1952), p. 24.

[2] Phrase added.

[3] Erwin P. Bettinghaus, Persuasive Communication (New York: Holt, Rinehart and Winston, 1968, 1972), p. 10.

[4] Wallace C. Fotheringham, Perspectives on Persuasion (Boston: Allyn and Bacon, Inc., 1966), p. 7.

5. Examine the following issues involving persuasion:

   a. Is persuasion synonomous with social influence in general? Or, is persuasion a sub-category of social influence?

   b. Must there be some type of perceived choice on the part of the receiver? Why is "perceived" choice emphasized rather than actual choice?

   c. Is persuasion manifested in 1) an attempt; 2) an ability; 3) heavily loaded stimuli; and/or 4) a body of effects in receivers? Note, Fotheringham would argue solely for (4).

   d. Must communication be involved in persuasion and what types?

   e. Must it be a conscious attempt by a source?

   Note that these are not easy questions to answer, so do not feel alone if you are somewhat perplexed as to just how to go about defining this concept.

ADDITIONAL SUGGESTIONS:

It is recommended that if the exercise is done in a large group that students take it home first. That will provide more time to review some of the thought-provoking items.

SOURCE:

This exercise has been adapted from Wallace C. Fotheringham, Perspectives on Persuasion (Boston: Allyn and Bacon, Inc., 1966).

IDENTIFICATION OF PERSUASIVE EVENTS

DIRECTIONS:

Mark (A) if the event described is clearly and unmistakably an example of persuasion.

Mark (B) if the event is essentially (in most ways) an example of persuasion.

Mark (C) if the event is somewhat (in some ways) an example of persuasion.

Mark (D) if the event is not at all an example of persuasion.

1. While riding in a bus you overheard a damning comment, not directed to you, about the mayor. At election time, you voted against this candidate because you believed that comment.

2. A military officer told his men to clean up their barracks, which they did.

3. The National Anthem was played at the opening of an intercollegiate basketball game; the audience rose and sang.

4. A political party spread a scandalous rumor about an opposition candidate and it was believed.

5. In a public toilet, you read a taboo remark written on the wall and felt annoyed.

6. A thief pointed a gun at you, asked for your money, and got it.

7. A powerful nation offered a starving nation food in exchange for political affiliation; it was accepted.

8. A dog snarled at another dog and the latter withdrew.

9. People in a community came to believe that children given driver education get in fewer accidents. This resulted in a successful PTA effort to get this program in the school.

10. Before you got up to speak to an audience you talked yourself into feeling confident.

11. The HEW department of the federal government offered to match funds for schools employing more counselors, which resulted in a substantial increase in school counselors.

12. A comedian entertained his audience.

13. A newspaperman was successful in writing a headline to affect the perception of a news story.

14. You spoke sharply to a house pet and the pet cowered.

15. A principal asked a teacher to supervise a study hall, which she did willingly though without enthusiasm.

16. A young woman walked by a group of young men in a flirtatious manner and the men reacted favorably.

17. A man bought a white Cadillac which he used affectively as a status symbol with his neighbors.

18. You stopped a noisy apartment party by threatening to call the police.

19. A foreman asked his crew to stop what they were doing and work on a rush order, which they did.

20. As was customary, a parent told his child it was time for bed; the child went to bed.

21. A professor was successful in earning a salary increase by publishing research reports.

22. Children read fairy tales and believed them.

23. A series of advertisements produced retention of a product name.

24. An organization hired a speaker for its annual meeting; the speaker earned a very favorable contract.

25. After extensive negotiations during a strike, a union obtained a very favorable contract.

26. A minority political party provided sufficient opposition that the majority party altered its legislative program to acquire needed votes for passage.

27. The student wrote home for some money; on its way, the letter was burned in an accidental fire.

28. People followed the signs which directed them to the fair.

29. The people organized a demonstration to get the attention of city hall officials.

30. After reading the research report, many people gave up smoking.

TITLE: ROLE PLAY DEMONSTRATING BASIC THEORIES OF PERSUASION

PURPOSE:

The purpose of this exercise is to put some basic theories of persuasion "into practice" through a variety of short selling exercises. Learning by doing is one of the quickest ways to learn and retain basic theoretical principles.

BACKGROUND:

As preparation, let us review the basic tenets of the theories:

1. For Learning Theories, we know that simple association is the basic principle.

2. For the Cognitive Consistency Theories, we know that a rational, logical approach is the basic tenet.

3. For the Social Influence Theories, we know that an appeal to the individual as part of a group is the guiding principle.

4. For Motivational Theories, we know that an appeal to needs and supplying of rewards is the basic tenet.

5. For Personality or Functional Theories, we know that ego involvement is the basic tenet.

TIME:

About three minutes per exercise. (Note: This exercise may be used when there are a few extra class minutes left over.)

PARTICIPANTS:

Usually two persons per exercise.

MATERIALS:

Ordinary classroom.

PROCEDURE:

1. For each exercise, someone is chosen to be a buyer, and someone is chosen to be a seller. The person who is the seller would be asked to do one of the following:

   a. Sell the blackboard according to the motivational approach to the buyer from your school district.

   b. If there is a TV in the room, sell the TV to a young married couple according to the cognitive consistency theories.

   c. If you are wearing tennis shoes, sell the shoes to a young buyer according to the S-R approach.

   d. If you are carrying a purse, sell it according to the personality theories.

   e. Sell the clothes you are wearing according to the social design.

   Variation:

   You may also wish to sell the same product according to all five approaches. Some good products to sell would be hot combs, automobiles, clothing, etc.

2. After the seller has completed the routine, ask the buyer to evaluate it according to how well it coincided with the characteristics of the specified theory.

3. If the routine did not coincide with the theory, the buyer and selller should switch roles and redo the exercise.

PROCESSING:

1. These short selling exercises are a good way for you as a student to learn the basic principles behind the theories, because in addition to having to "think fast," you are actually putting the theory into action!

2. How did each routine represent the theory? What distinctive cues were present?

3. Did the sellers pattern their routine after any particular advertisement in print or television media? If so, what was it? Was it effective in the media?

4. How often do you see the seller's appeals utilized in commercials on TV?

TITLE: EMOTIVE LANGUAGE

PURPOSE:

We are all bombarded in our daily lives with literally thousands of persuasive messages. Nearly all of these messages contain verbal as well as nonverbal components. The purpose of this exercise is to expose you to a dimension of the verbal component, emotive language. Only through understanding this manipulative use of language may we begin to control the impact of persuasion on our own lives.

BACKGROUND:

Language may be classified in any number of ways. The persuader may find that a particularly appropriate method of classification is based on meaning associated with various words. Most words have a cognitive meaning--they refer to things, events, or properties. Most words also have emotive meanings--that is, they evoke positive or negative images in the mind of the listener or reader.

Words like "nigger," "Communist," "kike," "fag," and bitch" are examples of emotively negative words. The image they evoke is loaded with negative feeling. On the other hand, words like "freedom," "love," "democracy," "human rights," "peace," "freedom," and "friendship" evoke images loaded with positive feelings.

In addition to words loaded with positive or negative emotive meanings, some words have either a neutral or mixed emotive meanings. "Light," "river," "run," and "oxygen" are neutral in most contexts. "Environmentalist," "politician," and "beer" have mixed emotive meanings. How they are perceived by the receiver is dependent on the context and receiver bias.

Depending on the context, any given word may have a positive, negative, or neutral or mixed emotive meaning. In one context a word may have a positive emotive meaning, but the same word in a different context may take on a negative emotive meaning. Can you think of an example of such a word? Like cognitive meanings, emotive meanings of words change over time.

Advertisers have used emotive language in their persuasion for centuries. Consider the impact of the positive emotive meanings of:

"Winston tastes good like a cigarette should."

What happens if the positive emotive language expressed in one word is changed to negative emotive?

"Winston tastes bad like a cigarette should."

or

"Winston tastes good like a cigarette shouldn't."

What happens if the emotive language is removed? What is the persuasive impact of the following?

"Winston tastes like a cigarette."

Political persuaders and government and corporate propagandists have used emotive meanings to confuse, conceal, and make palatable an unpopular message. During the Vietnam War a "doublespeak" language was developed known as "Pentagonese." The intent of this language was to avoid the negative emotive meanings of the more traditional language used to describe a war. An invasion became an "incursion," bombing was called "interdiction" or "air support," the hideous weapon napalm became "selective ordinance," precision bombing was labeled a "surgical strike," and an American-South Vietnamese retreat was a "strategic withdrawal."

The women's liberation movement has pointed to yet another impact of emotive language. Our language is replete with examples of sexism. Roles for both women and men have been prescribed and reinforced by the association of masculine and feminine pronouns with various role descriptive language. Positions or occupations in the society that carry power, prestige, responsibility, challenge, or excitment and adventure are usually associated with the masculine pronoun, while the opposite is true of those things associated with the feminine pronoun. Masculine oriented language permeates our writing and speaking. We talk and write about he/him/his/man/mankind/salesman/chairman/man made/man-sized/he-man/Wow Man! A result of such language useage has been a severe limitation on the perception of a woman's place in society on the part of both women and men. One of the positive efforts of feminists has been to begin changing this use of emotive language to alter women's self-image and man's image of women.

TIME:

25 to 50 minutes (or longer) depending upon the time desired for processing.

PARTICIPANTS:

This exercise is suitable for any number of participants although they should be able to work in small groups.

MATERIALS:

Nearly any editorial, persuasive speech, or commercial may be used. Students might be encouraged, as an expansion of this exercise, to locate emotive messages and bring them to class.

PROCEDURE:

Read an editorial, speech or commercial; identify the emotive language (both positive and negative, as well as mixed) in the editorial, then as an individual or a small group rewrite the editorial to make it neutral in emotive meaning without altering the cognitive meaning of the original editorial.

PROCESSING:

1. What words are heavily emotive in the editorial? Are they used in a fair manner? Are they the best choice? Can you think of more highly emotive words the persuader might have used instead?

2. What is the persuasive impact of the editorial before the changes?

3. Did the persuasive impact of the editorial change after you rewrote it? If so, how? Why?

4. Is it possible to persuade with neutral emotive language? Give examples.

SOURCE:

This exercise is adapted form Howard Kahane, Logic and Contemporary Rhetoric, 2nd es. (Belmont, California: Wadsworth, 1976). For additional information on emotive language and an expanded discussion of the dimensions and impact of such language, Kahane is an excellent source.

TITLE: LANGUAGE INTENSITY AND PERSUASION

PURPOSE:

Although we may not always realize it, our prior attitudes affect not only what we say about something, but how we say it as well. The following exercise will help the participants to gain some understanding of the effects of encoding messages which are congruent and discrepant with his/her beliefs.

BACKGROUND:

One way to demonstrate differences in encoding behavior due to prior attitudes is through the use of language intensity. Language intensity, as defined by John Bowers[1], is a quality of language which reflects the degree to which a speaker's attitude deviates from some neutral point toward a concept. For instance, an "excellent" idea represents a more intense attitude toward a concept than a "good" idea and, even less intense would be an "average" idea. Michael Burgoon[2] has found that we modify the intensity of a message depending on whether the message is congruent or discrepant from our own beliefs. Generally, we encode messages at a higher level of intensity if we believe in what we say than if we don't believe it.

TIME:

30 minutes

PARTICIPANTS:

Any number.

---

[1] John Bowers, "Language Intensity, Social Introversion, and Attitude Change," Speech Monographs, 30 (1963), p. 345.

[2] Michael Burgoon, "Toward a Message-Centered Theory of Persuasion: Three Empirical Investigations of Language Intensity," Journal of Human Communication Research, 1 (Spring, 1975), pp. 240-44.

MATERIALS:

Participants should receive a three page questionnaire for the exercise. The first page should contain an issue thought to be important to undergraduates. The issue should be followed by an item rating their attitude toward the issue. On the second and third pages, the students should be given a list of words varying in intensity. Below the list a message should appear containing blanks where an appropriate word from the list can be written.

On the next two pages specifically, the student should be given a list of words that vary in intensity. When the instructor intends to have the student support the message, the words in the list should be positive. Again, it is important that the words vary in intensity, say, from "OK" (a low intensity, positive word) to "excellent" (a high intensity, positive word). However, if the instructor intends to have the student oppose the message, the words on the page should be negative. Again, they must vary in intensity.

An article by Thurstone and Jones[3] is an excellent source for positive or negative words that vary in intensity. They developed a scale that measures the degree to which a word deviates from some neutral point. The following positive and negative words were taken from Thurstone and Jones, and would be acceptable for the lists in the questionnaire. The words should be randomized and the scale values should not appear on the second and third pages of the questionnaire.

Positive Words

Best of all	6.15	Good	1.91
Favorite	4.68	Welcome	1.77
Like extremely	4.16	Tasty	1.76
Like intensely	4.05	Pleasing	1.58
Excellent	3.71	Like fairly well	1.51
Wonderful	3.31	Like	1.38
Strongly like	2.96	Like moderately	1.12
Like very much	2.90	OK	.87
Mighty fine	2.88	Average	.86
Especially good	2.86	Mildly like	.85
Mighty favorable	2.81	Fair	.78
Very good	2.36	Acceptable	.73
Like quite a bit	2.31	Only fair	.71
Enjoy	2.21	Like slightly	.69
Preferred	1.96		

[3] L.L. Thurstone and L.V. Jones, "The Psychophysics of Semantics: An Experimental Investigation," Journal of Applied Psychology, 39 (1955), p. 37.

Negative Words

Despise	-6.44	Don't like	-1.20
Dislike extremely	-6.22	Dislike	-1.58
Loath	-3.76	Poor	-1.35
Dislike intensely	-3.31	Dislike moderately	-1.20
Terrible	-3.09	Don't care for it	-1.10
Very bad	-2.53	Not pleasing	- .83
Dislike very much	-2.49	Mildly dislike	- .74
Strongly dislike	-2.37	Dislike slightly	- .59
Highly unfavorable	-2.16	Like not so much	- .41
Bad	-2.02	Like not so well	- .30

The scale values could be rounded off to the nearest tenth for ease in addition.

The message should be the same for the second and third pages. Blank spaces should be provided where adjectives or other modifying phrases would go. The message on the second and third pages is exemplary.

PROCEDURE:

1. Pass around a questionnaire to every member of the class and ask them to fill it out.

2. Have each student obtain the mean intensity value for the two messages.

3. Compare mean values with attitude toward the issue on the first page. The mean value for the belief-discrepant message should be lower than for the belief-congruent message. Mean values should be roughly equal for those who are neutral toward the issue.

   The student's initial attitude toward the issue determines whether the attitude is belief-congruent or belief-discrepant.

PROCESSING:

1. Discuss differences in encoding messages depending on one's prior attitude. We handle language differently depending on the situation.

2. Discuss the relationship between language intensity and the student's own attitude on an issue. Isn't highly intense language on an issue the verbal report of a person's attitude toward the issue?

3. Discuss cognitive dissonance; specifically, ways we alleviate dissonance and minimize the importance of dissonant relations in belief-discrepant messages.

SUGGESTED READINGS:

Bowers, John W. "Some Correlates of Language Intensity," Quarterly Journal of Speech, 50 (1964), pp. 415-420.

Burgoon, Michael. "Toward a Message-Centered Theory of Persuasion: Three Empirical Investigations of Language Intensity," Journal of Human Communication Research, 1 (Spring, 1975), pp.240-256.

SOURCE:

This exercise is based on a procedure originated by Michael Burgoon, "Prior Attitude and Language Intensity as Predictors of Message Style and Attitude Change Following Counterattitudinal Communication Behavior," Diss. Michigan State University 1970.

Mark the blank that best indicates your feelings toward giving literacy tests to college students.

ALL COLLEGE STUDENTS SHOULD BE REQUIRED TO PASS A LITERACY TEST PRIOR TO GRADUATION FROM THEIR INSTITUTION.

_____ This is an excellent idea.
_____ This is a good idea.
_____ This is a fair idea.
_____ This is a neutral idea.
_____ This is a poor idea.
_____ This is a bad idea.
_____ This is a terrible idea.

Please read the following list of words. Then use the most appropriate words to fill in the blanks in the message given below. You should imagine that you are writing a persuasive speech in support of mandatory literacy tests for college students.

ONLY FAIR	ESPECIALLY GOOD
MIGHTY FAVORABLE	TASTY
FAVORITE	PREFERRED
LIKE VERY MUCH	LIKE FAIRLY WELL
VERY GOOD	LIKE MODERATELY
MILDLY LIKE	LIKE EXTREMELY
PLEASING	BEST OF ALL
GOOD	STRONGLY LIKE
EXCELLENT	WONDERFUL
OK	LIKE INTENSELY
LIKE QUITE A BIT	AVERAGE
LIKE	LIKE SLIGHTLY
MIGHTY FINE	FAIR
WELCOME	ACCEPTABLE
LIKE VERY WELL	ENJOY

In my view, there is _____ reason to institute mandatory literacy tests for all high-school and college students. Such a test would provide _____ evidence as to whether a student ought to graduate. It would also appiy _____ pressure to the student to study and develop a(n) _____ sense of responsibility for his/her own education. If some students did not pass the test, it would be a(n) _____ idea to keep them back until their reading and writing skills increase. I think that educators in this country would be demonstrating _____ judgment in incorporating this test in the educational system. Once students became use to the testing service, they will _____ the chance to improve their abilities. In sum, it is a(n) _____ idea to improve literacy standards.

Please read the following list of words. Then use the most appropriate words to fill in the blanks in the message given below. You should imagine that you are writing a persuasive speech opposed to a mandatory literacy test for college students.

LOATH
DISLIKE INTENSELY
DON'T LIKE
HIGHLY UNFAVORABLE
MILDLY DISLIKE
TERRIBLE
POOR
STRONGLY DISLIKE
DISLIKE
DISLIKE SLIGHTLY
DISLIKE VERY MUCH
LIKE NOT SO WELL
BAD
VERY BAD
DISLIKE MODERATELY
DON'T CARE FOR IT
DESPISE
NOT PLEASING
LIKE NOT SO MUCH
DISLIKE EXTREMELY

In my view, there is _____ reason to institute mandatory literacy tests for all high-school and college students. Such a test would provide _____ evidence as to whether a student ought to graduate. It would also apply _____ pressure to the student to study and develop a(n) _____ sense of responsibility for his/her own education. If some students did not pass the test, it would be a(n) _____ idea to keep them back until their reading and writing skills increase. I think that educators in this country would be demonstrating _____ judgment in incorporating this test in the educational system. Once the students became use to the testing service, they will _____ the chance to improve their abilities. In sum, it is a(n) _____ idea to improve literacy standards.

TITLE: WHO SAID SO? (SOURCE CREDIBILITY)

PURPOSE:

The purpose of this exercise is to demonstrate the power of source credibility (ethos) as a means of persuasion.

BACKGROUND:

Source credibility was one of the first dimensions of communication discussed by the Greek rhetoricians 2500 years ago. Aristotle indicated that of all the means of persuasion the credibility of the source was perhaps the most significant. Source credibility remains one of the most researched and discussed phenomena in communication theory.

The exact impact of source credibility is extremely difficult, if not impossible, to determine. It is the product of the unique interaction of speaker and each listener. Essentially, source credibility is the listener's perception of the speaker's competence, trustworthiness, and integrity. While the speaker may attempt to manipulate the audience's perception of his/her credibility, the fact remains that source credibility is in the eye of the beholder.

TIME:

20 minutes or longer depending on time for processing.

MATERIALS:

The statement at the end of this exercise.

PROCEDURE:

Each of you should have a copy of the "Who Said So?" statement. Divide into small groups and discuss the following questions:

1. What kinds of appeals are used in the statement?
2. Do you agree or disagree with the statement? Why?
3. If you knew who wrote the statement would it influence the impact of the statement on you? Why?

4. Think of the people who might have made the statement (Richard Nixon, Jimmy Carter, Warren Burger, Winston Churchill, Joseph McCarthy, etc.) and compare your reactions to the statement if it was made by each of these people.

Once you have discussed these questions return to the larger group and move to the processing questions.

PROCESSING:

1. Check appendix A to discover the actual source of the statement. Now that you know, how do you feel about the statement? Does it make a difference in your reaction to the statement?

2. What is the impact of your own bias on your perception of the source?

3. Are your attitudes on the contemporary issues of the day affected by your perceptions of source?

4. What characteristics do the people you perceive as having high credibility possess?

5. Is it possible for you to improve your own credibility? How?

ADDITIONAL SUGGESTIONS:

There are a wide variety of statements which may be used for this activity. Some of the statements by the founding fathers sound like Communist and revolutionary doctrine, the Declaration of Independence, the discussions concerning slavery, etc. are all possible sources for such statements.

SUGGESTED READINGS:

Anderson, Kenneth and Theodore Clevenger, Jr. "A summary of Experimental Research in Ethos." Speech Monographs, 30 (1963), pp. 59-78.

Brembeck, Winston L. and William S. Howell. Persuasion: A Means of Social Influence. 2nd ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1976, pp. 250-267.

Lerbinger, Otto. Designs for Persuasive Communication. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Sigall, Harold and Robert Helmreich. "Opinion Change as a Function of Stress and Communicator Credibility." Journal of Experimental Social Psychology, 5(1969), pp. 70-78.

"Who Said So?" Statement

The streets of our country are in turmoil. The universities are filled with rebelling and rioting. Communists are seeking to destroy our country. Russia is threatening us with her might and the republic is in danger. Yes, danger from within and without. We need law and order.

TITLE: LISTENING

PURPOSE:

Classes in persuasion generally emphasize the principles and techniques for developing a successful persuasive message. Only limited attention is given to the recipient of the message. This exercise attempts to help the message receiver by sharpening one of his or her most important communication skills: listening. By improving listening habits, a student is better prepared to descriminate more effectively between helpful and harmful messages.

TIME:

50 minutes.

PARTICIPANTS:

Groups of three students are needed.

PROCEDURE:

1. Each triad consists of two participants and one referee.

2. The participants agree to discuss a topic of mutual interest. One participant starts the conversation and attempts to convince the listener of his or her position. Once he or she is finished, the second participant attempts to summarize the statements made. The accuracy of the summary is judged by both the referee and the other participant.

3. If the summary is satisfactory, the second participant then offers his or her views persuasively on the subject. The first participant must summarize the statements to the satisfaction of the other two members.

4. After each participant has had several opportunities to discuss and summarize statements upon the subject, one of them switches roles with the referee. The new participant (formerly the referee) will join the other in selecting a topic of mutual interest. The exercise commences with members adhering to the above rules.

5. All members should have a chance to be both a participant and a referee.

6. To give the exercise an interesting twist, the referee may, on occasion, interrupt a statement being made, requesting the listener to summarize the incompleted thought. This is particularly useful to do, especially if the referee believes the listener to be unattentive.

SUGGESTED DISCUSSION TOPICS:

1. Should racial quotas be used in professional schools? Why or why not?
2. What should be the policy for drug use on campus?
3. Why is grade inflation harmful or helpful to the student?
4. Why is the study of persuasion relevant or irrelevant to a liberal education?
5. Why are women equal or unequal to men?
6. Do you consider yourself a good listener or poor listener? Why?

PROCESSING:

Have the students remain in their triads. The sponsor will ask them to respond to some or all of the following questions:

1. What is the difference between hearing and listening?
2. What barriers inhibited your ability to listen effectively?
3. What factors improved your ability to listen?
4. What specific elements in the persuasive message (e.g., arguments, emotional appeals, evidence, etc.) enhanced or limited your ability to listen? Why?
5. Was the "persuasiveness" of the message stronger or weaker in comparison to the effectiveness or ineffectiveness of your listening skill?

6. Why is it important to develop good listening skills in persuasive communications?

SUGGESTED READINGS:

Barker, Larry L. Listening Behavior. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Bird, D. "Teaching Listening Comprehension," Journal of Communication, 3 (Nov. 1953), pp. 127-30.

Nichols, Ralph and Stevens, Leonard A. Are You Listening? New York: McGraw-Hill, 1957.

Weaver, Carl. Human Listening: Process and Behavior. Indianapolis: Bobbs-Merrill, 1972.

SOURCE:

This exercise has been expanded from an exercise in Dan J. Rothwell and Jamel I. Costigan, Instructor's Manual to Accompany Interpersonal Communication: Influences and Alternatives (Columbus, Ohio: Charles E. Merrill Co., 1975), p. 34.

TITLE: PERSUADERS' PROFILES

PURPOSE:

The purpose of this exercise is to form a composite view of how particular groups of people persuade. It can be argued that there exists strong similarities in persuasive styles among persuaders with common goals. See if you can discover this yourself and find out why it is or is not effective!

TIME:

Will vary.

PARTICIPANTS:

May be done individually or in groups.

MATERIALS:

An example of a speech critique form can be found at the end of this exercise.

PROCEDURE:

1. Select a persuasive group whom you would like to study.

   Some suggestions are:

   1. political persuaders
   2. religious persuaders
   3. social movement persuaders:
      a. women's liberationists
      b. gay liberationists
   4. commercial persuaders:
      a. weight watchers
   5. temperance persuaders:
      a. Alcoholics Anonymous
      b. Gambler's Anonymous

2. After you have selected a group you wish to study, consult local newspapers and TV listings to see when members of that group would be speaking and plan to attend.

3. If you are doing this exercise by yourself, you should try to critique several speakers of the overall group that you are studying over a period of time. If you are working within a group, divide up the work and critique one or two speakers each.

4. A form used for critiquing can be found at the end of this exercise. Be sure your answers to the questions are as complete as possible.

5. The processing of this exercise should be done twice. First, you or your group should summarize the data you have collected with these questions. Second, the questions should serve as the guidelines for presentation to the rest of the class. That way, some basis for comparison amongst persuasive groups can be established, and the class as a whole has the benefit of learning of the persuasiveness of several different groups.

PROCESSING:

1. What similarities in style did the speakers of your group have? What was distinctive about their styles?

2. What similarities in appeals did they have?

3 Was the evidence that was offered used by everyone? Was it factual?

4. What similarities or dissimilarities did you find in their language?

5. What kind of audience did they draw?

6. Did you have similar reactions to all the speakers?

7. Do you agree with the premise that persuaders with a common goal have highly similar persuasive styles? If you do not agree totally, for which groups is this false?

REPORT ON A SPEECH

Student's Name_____

1. Name, title, and position of speaker:

2. Subject:

3. Occasion:

4. Place:
   Time: Date:

5. Purpose of speech: to inform ( ); to stimulate ( );
   to convince ( ); to get action ( ); to entertain ( ).

6. Explain the introduction and conclusion:

7. What basic appeals did the speaker use?

8. Was the proof logical? emotional? personal? Explain:

9. Elaborate upon the speaker's use of evidence in the speech:

10. Explain the speaker's platform behavior: Evaluate body movements, use of space, eye contact, etc.

11. Describe the speaker's use of language:

12. What was your reaction to and evaluation of the speech:

TITLE: ROLE PLAYING AND PERSUASION

PURPOSE:

The role of the persuadee becomes more active in a role-playing sequence than in the more traditional sequence where a persuader elects to talk about an issue that either changes or reinforces the persuadee's opinions. The present exercise uses the concept of role-playing as a means of effecting persuasion.

TIME:

30 minutes maximum.

PARTICIPANTS:

Divide participants into dyads.

MATERIALS:

None.

PROCEDURE:

For this exercise, it will be important to have some idea about where people stand on certain issues, say about a week in advance. So you will want to prepare a questionnaire of around five or six issues, then have the participants rate the issues on Likert or semantic differential-type items. The issues should be important enough to the student so that he/she will have a clear opinion on the subject. Some issues might be:

1. A woman's studies program ought to be established on the campus.

2. Standards for admission to the University or college ought to be substantially upgraded.

3. Professors ought to be required to grade courses on a University standard, so that grades from one course to another are more comparable.

4. All students should be required to pass an English proficiency examination prior to graduation.

For the class exercise, have voluntary participants who hold definite opinions on the issues role-play an administrator or professor who holds a contradictory point of view. The participant should be required to develop a strategy for that point of view and evidence to support it, The sponsor or another participant should play the Devil's advocate.

After five or six minutes of role-playing, move on to the next person, until three or four people have participated. Then ask each participant to comment on their feelings toward the exercise and the issue. The sponsor can then compare this to the earlier rating. It is also possible for people to form into groups to do the exercise.

PROCESSING:

1. Note any attitude change and the direction of change. Rosenberg[1] has hypothesized that individuals who have been given no (or weak) justification for taking part in counterattitudinal role playing will experience less attitude change than people who have been given stroug justification for so doing. How does this square with the results of the exercise?

2. Find out if the class members who participated in the exercise were able to process a clearer picture of the "other" viewpoint after counterattitudinal role playing.

3. Discuss the implication of the exercise to other activities, such as reading books or magazines that hold contradictory information to our own opinion.

SUGGESTED READINGS:

Miller, Gerald R. and Burgoon, Michael. New Techniques of Persuasion. New York: Harper and Row, 1973.

Rosenberg, Milton J. "Some limits of Dissonance: Toward a Differentiated View of Counter-Attitudinal Performance," Cognitive Consistency ed. Shel Feldman (New York: Academic Press, 1966).

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[1]Milton J. Rosenberg, "Some Limits of Dissonance: Toward a Differentiated View of Counter-Attitudinal Performance," Cognitive Consistency, ed. Shel Feldman (New York: Academic Press, 1966), pp. 143-152.

TITLE: ATTITUDES AND LANGUAGE, BEHAVIOR, AND EXPECTATIONS

PURPOSE:

The purpose of this exercise is to help develop an understanding of the relationships between and among attitudes, language, behavior, and expectations.

BACKGROUND:

Attitudes are complex phenomenon that form the basis for most, if not all, human behavior. By definition an attitude is a predisposition or inclination toward a certain behavior. The interrelationship between attitude and language is very intricate. Attitudes will, to a large extent, dictate the language we use when discussing the attitude object (the subject of the attitude). Conversely, language that is used by self and others in discussing the attitude object helps in the formation and growth of attitudes about the object. Much of the information about objects in our environment comes not from our own objective interactions with the object, but from the subjective reports of others. All of us have attitudes about objects (including people and places) that we have never seen or interacted with.

The only way researchers can identify an attitude is by measuring its imperfect shadow in human behavior or behavioral intention. Research has proven, however, that actual behavior and the reports of intended behavior often differ considerably. We do not actually know an attitude as such because all we can measure is the product of the attitude rather than the attitude itself. Richard T. LaPiere surveyed a number of motels and restaurants where he had previously received service while in the company of a young Oriental couple.[1] The survey asked if the establishment would serve or grant accomodations to Orientals (the survey was sent to the establishment about six months after the trio visited there). Over 90 percent of those establishments that had extended service to the Oriental couple responded on the survey questionnaire that they did not serve or accomodate Orientals. LaPiere's findings indicate that a much different view of attitude would have come from measuring behavior than from measuring reported behavioral intention. Which one really measures the attitude or does either?

Attitudes tend to guide our expectations about the attitude object and the expectations in turn often determine what we receive from our encounter with the attitude object. Expectations tend to become a self-fulfilling prophecy. If you have a biased attitude toward a racial

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[1] Richard T. LaPiere, "Attitudes Versus Actions," Social Forces 13 (1934), pp. 230-237.

group your expectations in meeting a member of that group may well be negative, and your actual interaction with that group may be very unpleasant.

The interrelationships among attitudes, language, expectations, and behavior are an exciting, interesting dimension in the theory of attitude change and formation. Hopefully, this exercise will give you more insight into this complex relationship.

TIME:

This exercise is divided into two segments. Segment one will take approximately 5 to 10 minutes. The second segment, during another class period, may take 20 minutes or more depending on how much processing is desired.

PARTICIPANTS:

This exercise is suitable for any number of participants although the larger the number the better.

PROCEDURE:

During segment one each participant will be asked to answer the following questions on the index card--do not identify yourself on the card.

1. Describe this course. DO NOT use any evaluative language in your descriptions.

2. Provide a general evaluation of the course.

3. How frequently do you attend class--always, almost always, less than always?

4. How frequently do you intend to attend this class in the future--always, almost always, less than almost always?

5. What grade do you anticipate receiving in this class?

PROCESSING:

1. Did any of the descriptions contain evaluative language? Why is it so difficult to describe with only non-evaluative language? What role do attitudes play in this phenomenon?

2. What is the relationship between attitudes (course evaluation) and behavior or intended behavior (attendance)? Are attitudes a good predictor of behavior in this area? Can we tell anything about a person's attitude by studying his behavior?

3. What is the relationship between attitudes (course evaluation) and expectations (anticipated grade)? How about the relationship between behavior (attendance) and expectations (anticipated grade)? Are these things accurate predictors of each other?

ADDITIONAL SUGGESTIONS:

The success of this exercise will come from the extensive analysis of the data between the two segments. You might try using a set of questions that relate to religion, sex, drugs, etc.

SOURCE:

This exercise was first suggested to the authors by Professor Richard J. Hill, Director, Institute for Social Science Research, University of Oregon, Eugene, Oregon.

The following data were collected from 13 students attending a basic class on Persuasion July 1, 1976. The students were asked to answer the following:

1. Describe the course (instructions asked that the description avoid evaluations of the course).
2. Provide a general evaluation of the course.
3. Do you attend/plan to attend class--always, almost always, less than almost always?

In interpreting the data we should remember that biases may be introduced by the fact that only 80% of the registered students in the class provided responses.

TABLE 1 Evaluative and Nonevaluative Descriptions of the Course.

Type	Number	Percent
Description contained evaluative statements	6	46.2
Description contained no evaluative statements	6	46.2
Cannot classify	1	7.6
TOTAL	13	100.0

Point: Even when people are highly educated and even when they are given explicit instructions to the contrary, some do not describe an object in totally nonevaluative terms. What would have happened if the instructions had not asked you to avoid using evaluative language? Attitudes in the form of opinions, creep into our descriptions and the affective component contributes to making evaluative rather than descriptive statements.

TABLE 2 The Relationship Between Course Evaluation and Class Attendance.

Course Evaluation*	Class Attendance*							
	Always		Almost Always		Less Than Almost		Total	
	N	%	N	%	N	%	N	%
Definitely Favorable	3	100.0	0	0.0	0	0.0	3	100.0
Favorable with some qualification	5	71.4	2	28.6	0	0.0	7	100.0
Neither favorable nor unvavorable	0	0.0	2	100.0	0	0.0	2	100.0
Cannot Classify	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	8	61.5	5	38.5	0	0.0	13	100.0

*These categories are very crudely drawn and depend upon the judgement of one person. That person (your instructor) may be biased especially with respect to "course evaluation."

Point: A central question in the study of attitudes involves the nature of the relationship between attitudes and behavior. Suppose we hypothesize that attitudes are predictive of behavior. Then the above table should indicate that students who are more favorably inclined toward this course as indicated by their evaluations are also the people who attend class most frequently. The data show that the relationship may indeed exist. Table 2A collapses the data even further and presents the results of a statistical investigation of our hypothesis.

TABLE 2A The Relationship Between Course Evaluation and Class Attendance.

Course Evaluation	Class Attendance					
	Always		Less Than Always		Total	
	N	%	N	%	N	%
Favorable	8	80.0	2	20.0	10	100.0
"Neutral" or Unfavorable	0	0.0	3	100.0	3	100.0

Chi square = 3.31; d.f. = 1; Not Significant

Table 2A has been analyzed statistically. The relationship between attitudes and behavior is in the predicted direction but it is very, very small and "not significant" (i.e., could be attributed to chance). What might be happening to weaken the relationship between attitudes and behavior?

If you have been asked to include your expected grade would we find relationships between expected grade and attendance or expected grade and favorableness of course evaluation? Some theorists in persuasion argue that if we have favorable expectations toward the outcome of an event, then our attitudes toward the event should be favorable. What do you think?

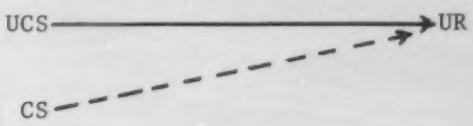
TITLE: THE CLASSICAL CONDITIONING OF ATTITUDES

PURPOSE:

Sometimes we are persuaded by simple association. This exercise demonstrates the principles of classical conditioning in conjunction with the process of persuasion.

BACKGROUND:

Classical conditioning involves a situation where an initially neutral stimulus (CS) is paired with an unconditioned stimulus (UCS) which regularly elicits a particular behavioral pattern or unconditioned response (UR). After several repetitions of the CS-UCS pairings, the CS, without the aid of the US, will produce the characteristic pattern of behavior.



Persuasion can be viewed as a form of learning. People can learn to associate any concept with such evaluative terms as "good," "bad," "pleasant," "unpleasant," "moral," or "immoral." To follow a classical conditioning model, a persuader appends a cue statement (CS) to an opinion-eliciting argument (UCS) that regularly produces an evaluative response (UR). A cue statement is a concept that a persuader wants the audience to develop an evaluative response to. An example of classical conditioning can be found in many soda pop commercials. Some of these commercials show visual images of young people skiing or playing at an amusement park, obviously having a great time. Background music is, of course, energetic and upbeat. Eventually, a particular brand of pop is paired with the lively images being displayed. The taste of the pop is never discussed during the commercial. Only lively images are associated with the brand name of the pop. The whole sequence follows a classical conditioning model with the visual and auditory images being the UCS, the brand of pop being the CS and our response to the images being the UR.

TIME:

20-30 minutes.

PARTICIPANTS:

Any number.

MATERIALS:

1. The sponsor needs 24, 4x6 cards with letters largely and clearly printed on them. In the original Staats and Staats experiment, national and proper names were used. However, any words such as roof, wall, floor, ceiling, window, or door which do not call up an emotional response may be used. There should be six different words printed four times on the set of 24 cards. The words printed on the cards will be the conditioned stimulus (CS).

2. On each presentation, the CS name should be paired with a different spoken word (UCS). Each auditory stimulus (UCS) is presented about a second after the visual stimulus (CS). Two of the CS names, say, floor and ceiling, will always be paired with either strongly positive or negative evaluative meaning. For instance, floor might be paired with all negative meanings (bitter, ugly, failure, sinful, morbid and dirty) and ceiling with all positive meanings (gift, sacred, happy, helpful, nice, pretty). The other CS names should be paired with more neutral sounding words.

PROCEDURE:

1. The students in a class should be told that they will be participating in a learning experiment. And that, "I want to know how well you can learn both visual and auditory information presented to you simultaneously. Specifically I want to know if you can recall visual information when auditory information is presented at the same time."

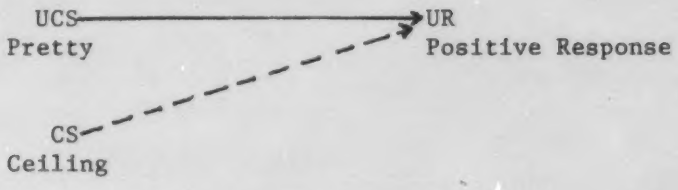
2. After the directions are given to the students, the sponsor will visually present a set of cards with words written on them. The cards should be randomly ordered.

3. When the conditioning phase is completed, students will be told that the sponsor first wants to know how many of the visually presented words they remembered. After this, ask students to rate on a seven-point semantic differential-type item how they felt about the word. The item ought to be bounded by the bipolar adjectives "pleasant" and "unpleasant."

4. The sponsor should now determine what particular evaluative response was made to the visually presented words. If everything worked, the CS names paired with the negative words should be evaluated as unpleasant, while the CS names paired with the positive words should be evaluated as pleasant.

PROCESSING:

1. Note how attitudes can be conditioned.



2. Discuss the circumstances where our attitudes are classically conditioned by advertizing and, perhaps, with the evening newscast when certain stories tend to become paired with particular evaluative stimuli.

3. Note the simplicity with which this works. Note the few assumptions one has to make for the model to be useful.

SUGGESTED READINGS:

Weiss, Robert. "An Extension of Hullian Learning Theory to Persuasive Communication," Psychological Foundations of Attitudes, Anthony Greenwald, Timothy Brock, and Thomas Ostrom, eds. New York: Academic Press, 1968, pp. 109-145.

SOURCE:

This exercise was based on an experiment by Arthur W. Staats and Carolyn K. Staats, "Attitudes Established by Classical Conditioning," Journal of Abnormal and Social Psychology, 57 (1958), pp. 37-40.

TITLE: COUNTER-ATTITUDINAL ADVOCACY

PURPOSE:

The purpose of this activity is to demonstrate the methodology and impact of the persuasive phenomenon known as counter-attitudinal advocacy. The basic paradigm suggests that if you can induce another person to prepare and present an attitude or belief discrepant message you may in turn alter the person's attitude or belief. This exercise attempts to demonstrate the phenomenon in a self-induced manner.

TIME:

50 minutes.

PARTICIPANTS:

Small groups of no more than five are ideal for this activity, although it may be done by an individual, the true effect comes with a larger group.

MATERIALS:

Pen and paper are the only materials needed.

PROCEDURE:

Each member of the group should begin by listing four attitudes or beliefs presently held. Each person should briefly state these attitudes to the group. The group then selects one of the four attitudes and beliefs of each member for that person to use in the remainder of this activity. The member's task, working independently, is to prepare a belief discrepant message on his/her attitude or belief that was selected by the group. (Everyone will prepare a message attempting to persuade others in a direction opposite to the way they actually believe.) The message should be about two minutes in length. Members in turn present their message to the group. When the group has finished discuss what has happened using the processing questions as a guide.

PROCESSING:

1. Compare premessage attitude with postmessage attitude. Has there been even the slightest change?

2. If there are any changes, what kind are they? Why are these changes?

3. If there are not any changes, why not?

4. Did the length of message, or length of preparation time for the message, or other factors impinge on counter-attitudinal advocacy?

5. Was there any persuasion taking place? Rosenberg[1] has hypothesized that individuals who have been given no (or weak) justification for taking part in counter-attitudinal role playing will experience less attitude change than people who have been given strong justification for so doing. How does this square with the results of the exercise?

ADDITIONAL SUGGESTIONS:

If the activity can be stretched over two class periods with the message preparation as a homework assignment the impact should be increased.

To the instructor: You will need to keep track of the time and hurry the groups along. You might consider setting a time schedule for this exercise and giving signals to the class when it is time to change from one step to another.

SUGGESTED READINGS:

Miller, Gerald R. and Burgoon, Michael. New Techniques of Persuasion. New York: Harper and Row, 1973.

Rosenberg, Milton J. "Some Limits of Dissonance: Toward a Differentiated View of Counter-Attitudinal Performance," Cognitive Consistency, ed. Shel Feldman. New York: Academic Press, 1966.

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[1]Milton J. Rosenberg, "Some Limits of Dissonance: Toward a Differentiated View of Counter-Attitudinal Performance," Cognitive Consistency, ed. Shel Feldman (New York: Academic Press, 1966), pp. 143-152.

TITLE: INFORMATION AND YOUR AUDIENCE

PURPOSE:

Too often, one can deliver a persuasive speech filled with lots of important information, but for a certain group of people, the high information has little effect upon them. Assuming you are a reasonably credible source, your message logic is consistent and your speech is interesting, what could be causing the lack of effectiveness on that group? The purpose of theis exercise is to explore why the amount of information relative to your persuasive topic makes a difference in audience reaction to a persuasive message.

BACKGROUND:

Saltiel and Woelfel[1] reason that the more information people possess about a topic, the more stable is their attitude and thus the more resistant to change are they. Conversely, those individuals who possess little information have not developed their attitudes fully and are more amenable to change.

TIME:

50 minutes

PARTICIPANTS:

At least six, but ideally around 20.

MATERIALS:

The only materials necessary are the Questionnaires, Part A and Part B, on the following pages.

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[1]John Saltiel and Joseph Woelfel, "Inertia in Cognitive Processes: The Role of Accumulated Information in Attitude Change," Human Communication Research, 1, (1975), pp. 333-344.

PROCEDURE:

1. This is an ideal exercise for you as a student to take on a moderator's role by volunteering to deliver a persuasive speech and then directing the class activities and discussion afterward. Note that the topic for the speech should involve a reasonably current issue, one with some identifiable relevance to college students. It should be approximately 10 minutes in length. Be sure you name your sources (at least two), provide some interesting information, and your message logic is consistent. In other words, deliver a good speech!

2. Before delivering the speech, however, you should announce the topic of your speech and ask the class to fill out Part A of the Questionnaire only, and close their workbooks when this is completed.

3. Now, deliver the speech. After the speech has been delivered, ask the class to fill out Part B of the Questionnaire.

4. Ask the class members to return to Part A of the Questionnaire on the previous page. Ask all those students who marked a 1, 2, or 3 on Question 4 to raise their hands. Now direct them to another part of the room so that they may form their own group. Have the rest of the class (those answering a 4, 5, 6 or 7) form their own group.

5. Ask the groups to compare their answers to Part B of the Questionnaire. Ask each group to appoint a speaker who will report to the whole class the degree of consensus they found as a group in their answers.

6. Finally, after allowing some time for discussion, ask the speakers to report their results and go on to the PROCESSING section as a class.

PROCESSING:

1. According to Saltiel and Woelfel's (1975) theorizing, the group that answered 1, 2, or 3 on question 4, Part A should have responded as follows:

   a. They should have been "very certain" on question 3, Part A. Can you think of a reason why this is so?

   b. They should have said they "learned very little" on question 4, Part B. Why is this so? What implications does this have for changing their attitudes? What are more realistic expectations in terms of the time it will take, the number of messages, and the strength of those messages to really change their attitudes?

   c. Their attitude should not have changes form Part A to Part B. That is, question 2 Part A, question 1 Part B should be in close agreement. If this is not the case, how could question 3 in Part B play a role in accounting for the inconsistent results?

2. Several things should occur for the group that answered either 4, 5, 6 or 7 to question 4, Part A. Specifically:

   a. They should have answered a 1, 2, or 3 ("learned something") to question 4 Part B. If not, how may question 3 Part B play a role in explaining the results?

   b. If any change in attitudes were to occur it would be in this group. That is, change may be noted form question 2 Part A to question 1 Part B. If no change is noted, again go back to question 3, Part B. Does this play a role in explaining the results if there was no change? Why is change likely to occur in this group?

   c. What are the implications for changing attitudes for this group of people, in terms of time it will take, number of messages, etc.?

3. As a persuader what are the consequences of not analyzing your audience on this dimension prior to delivering the speech?

4. How may you find out 1) how much information the audience has; 2) where they get their information; and 3) how dated the information is? These are not easy questions, but a thorough analysis by any speaker gives that person an added edge in getting his/her message across.

5. What kind of strategy must a persuader assume if his/her audience possesses highly uneven amounts of information? What kinds of things must be done to strike the right balance?

Part A

1. What is the topic of the speech being delivered? _____ _____ (If you do not know, ask the person again delivering the speech to name his/her topic.)

2. What is your attitude toward the topic being addressed in the speech? Check the appropriate answer.

good	___:___:___:___:___:___:___	bad
pleasant	___:___:___:___:___:___:___	unpleasant
rewarding	___:___:___:___:___:___:___ (1 2 3 4 5 6 7)	unrewarding

3. How certain are you of the response you made to Question 2?

Very Certain	___:___:___:___:___:___:___ (1 2 3 4 5 6 7)	Very Uncertain

4. How much information would you say you possessed with regard to the topic being addressed in the speech?

Know A Lot	___:___:___:___:___:___:___ (1 2 3 4 5 6 7)	Know Very Little

STOP HERE. PLEASE CLOSE YOUR BOOKS AND LISTEN TO THE SPEECH.

Part B

1. What is your attitude toward the topic being addressed in the speech? Check the appropriate answer.

good	___:___:___:___:___:___:___	bad
pleasant	___:___:___:___:___:___:___	unpleasant
rewarding	___:___:___:___:___:___:___	unrewarding
	1 2 3 4 5 6 7	

2. How certain are you of the response you made to Question 1?

Very Certain	___:___:___:___:___:___:___	Very Uncertain
	1 2 3 4 5 6 7	

3. What is your attitude toward the speech just delivered?

good	___:___:___:___:___:___:___	bad
pleasant	___:___:___:___:___:___:___	unpleasant
rewarding	___:___:___:___:___:___:___	unrewarding
interesting	___:___:___:___:___:___:___	uninteresting
	1 2 3 4 5 6 7	

4. Did you learn anything from the speech just delivered?

learned alot	___:___:___:___:___:___:___	learned very little
	1 2 3 4 5 6 7	

TITLE: TEST YOUR REASONING

PURPOSE:

Fallacious forms of reasoning periodically enter and pollute the reasoning process found in persuasion. This exercise attempts to sensitize people to some of these forms by having students construct arguments that contain these weaknesses.

TIME:

50 minutes

PARTICIPANTS:

Small groups containing from 5 to 7 members.

MATERIALS:

Paper and pencil

PROCEDURE:

Each group constructs a 1-2 minute persuasive message on a topic selected by the sponsor. The topic, for instance, may concern grades, sex, student housing, money, drugs, energy, etc. The choice of topic should rest largely upon the students' familiarity with the subject. The group places in the message specific types of fallacious arguments (e.g., circular reasoning, false causal connection, fallacy of composition, fallacy of division). After the messages have been written, one member from each group is selected to present their message to the class.

PROCESSING:

Have the students keep a detailed list of the fallacies of reasoning identified in the message. Discuss and analyze the accuracy of their list of arguments.

1. What types of fallacies dominated the messages?

2. How common are such fallacies?

3. Are thes fallacies persuasive? Why or why not?

4. What fallacies did you find difficult to recognize? Why?

5. What types of fallacies dominate your reasoning process?

6. How might one guard against fallacies of reasoning?

SUGGESTED READINGS:

Ehninger, Douglas. Influence, Belief, and Argument: An Introduction to Responsible Persuasion. Glenview, Illinois: Scott, Foresman and Co., 1974.

Eisenberg, Abne M. and Ilardo, Joseph A. Argument: An Alternative to Violence. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Michalos, Alex C. Improving Your Reasoning. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

Ziegelmueller, George W. and Dause, Charles A. Argumentation: Inquiry and Advocacy. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

TITLE: COGNITIVE DISSONANCE

PURPOSE:

Attitude change through cognitive dissonance is one theoretical approach to the subject of persuasion. The purpose of this exercise is to demonstrate this form of persuasion.

BACKGROUND:

The cognitive dissonance approach views people as information processing beings who strive to maintain consistency among all internal and incoming "bits" of information, called cognitions. A cluster of cognitions may have three possible relationships. They may be irrelevant to one another, consistent, or inconsistent. When cognitions are consistent, they are said to be consonant, and when they are inconsistent with one another, they are said to be dissonant. According to the theory dissonant cognitions are a state of psychological tension and, consequently, motivate the individual to achieve consonance. For instance, the cognitions, "I like students" and "I hate to teach," are inconsistent with one another. Such a situation ought to produce tension, particularly as I enter the classroom. Consonance might be achieved if I find a more compatible teaching method, quit teaching altogether, or rationalize that I don't do it often enough to let it worry me so much. Materials on persuasion incorporate the "theory of cognitive dissonance" because a speaker can induce dissonance (or inconsistency) in the audience, thereby motivating them to do something about their condition.

TIME:

30 minutes

PARTICIPANTS:

Any number.

MATERIALS:

A three-page booklet is needed with a Likert-type item on the first page, a message on the second page and another Likert-type item on the third page.

In developing a message the thesis statement should consist of a widely held belief such as the one attached to this exercise. The message was developed by W. J. McGuire[1] and attacks the belief that one should pay an annual visit to the doctor's office for a checkup. Since annual check-ups are a widely held "truism," the belief should stand in an inconsistent relation with the thesis in the message. McGuire[2] has found that health beliefs are one of the few areas in which there is nearly unanimous agreement on propositions. Based on extensive testing, he has discovered that cultural truisms are less frequent than one might imagine.

PROCEDURE:

Hand out the three page booklet to each member of the class and have them fill out the Likert-type item, then read the message and finally rate the item again.

PROCESSING:

1. Discuss the idea of "resistance to change." Some knowledge statements are very resistent to change, while others are not. Would cultural truisms be highly resistant to change?

2. Discuss the effects of inconsistency in light of reading a passage which attacks widely held beliefs.

3. Discuss the ways of reducing dissonance. In light of the theory, discuss why people did or did not change from pre-test to post-test.

4. Discuss the idea that consistency is a construct which tends to be operationalized only through the manipulation used in the study.

SUGGESTED READINGS:

Festinger, L. A Theory of Cognitive Dissonance. Standford, Cal,: Standford University Press, 1964.

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[1]Found in Martin Fishbein and Icek Ajzen, Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research (Reading, Mass.: Addison-Wesley, 1975), p. 459.

[2]W. J. McGuire, "Inducing Resistance to Persuasion: Some Contemporary Approaches," in Advances in Experimental Social Psychology, ed. L. Berkowitz, Vol. 1 (New York: Academic Press, 1964), pp. 200-201.

Fishbein, Martin and Ajzen, Icek. Belief, Attitude, Intention Behavior: An Introduction to Theory and Research. Reading, Mass.: Addison-Westley, 1975.

Kiesler, Charles A.; Collins, Barry E. and Miller, Norman. Attitude Change: A Critical Analysis of Theoretical Approaches. New York: John Wiley and Sons, 1969.

Rate the following item:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Regardless of age, I believe that a routine annual checkup at the doctor's office is a necessary preconditon to good health.	_____	_____	_____	_____	_____

MESSAGE

One bad effect of visiting a doctor's office at a regular interval even when one is in the best of health comes from the effect such visits have on the patient's peace of mind. In general, most people are already too preoccupied with worries about their health...Routine visits to the physician's office could only serve to increase the person's preoccupation with the sickness since they would keep him/her thinking about illness and bring him/her into contact with hospitals and doctor's office and other anxiety prone stimuli even when he/she is in the best of health.

Medical authorities have argued against routine physical checkups once each year also because of the great expense involved and the likelihood that the money spent might be diverted more usefully to other activities promoting health...Therefore, although medical authorities are unanimous in advising the person to see his physician at the first signs of any ailment, they advise against routine checkups at fixed periods, which practice they view as giving only very questionable benefits and doing some unquestionable harm.

Rate the following item:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Regardless of age, I believe that a routine annual checkup at the doctor's office is a necessary precondition to good health.					

TITLE: MAGNITUDE OF DISSONANCE

PURPOSE:

The purpose of this exercise is to demonstrate the calculation of the magnitude of dissonance using both consonant and dissonant cognitions.

BACKGROUND:

The magnitude of dissonance involves the degree of pressure placed on an individual to reduce dissonance. If the magnitude of dissonance is relatively great, then there is a likelihood that an individual will act so as to reduce the pressure. To understand the concept, magnitude of dissonance, one must first realize that some cognitions (bits of knowledge) are highly resistant to change, while others are not. For instance, the cognitions, "I went to the grocery store yesterday" and "The kitchen clock is yellow" are highly resistant to change. In both cases we know they are true. On the other hand, some cognitions such as the exact numer of leaves on a tree or which professional football team will go to the Superbowl in the coming year have a low resistance to change. We are less sure about them and, consequently, they are more unstable.

All of this is discussed because, within a cluster of relevant cognitions, the magnitude of dissonance is figured out using the most resistant cognition to change as an orientational or focal point. Let's consider John Smith who smokes heavily, enjoys smoking and has just been presented a report by the Surgeon-General on the relationship between smoking and cancer. In this case the most resistant cognition to change would be "John Smith smokes heavily." The other two cognitions in the cluster are either consonant or dissonant with that cognition. Magnitude of dissonance is a function of the proportion of dissonant cognitions to consonant ones, given the most resistant cognition to change. This can be explicitly represented below:[1]

$$\text{Dissonance associated with most resistant cognition} = \frac{\text{Dissonant cognition X importance of cognition}}{\text{Consonant cognition X importance of cognition}}$$

[1]Robert A. Wicklund and Jack W. Brehm, Perspectives on Cognitive Dissonance (New York: John Wiley and Sons, 1976), p. 4.

The example discussed above could be represented as follows:

Most resistant cognition to change equals "John Smith smokes heavily."

$$\text{Dissonance associated with most resistant cognition} = \frac{\text{Smoking causes cancer X importance}}{\text{Enjoyment of smoking X importance}}$$

If the cognition about smoking and cancer is more important than the enjoyment of smoking, and these are the only relevant cognitions in the cluster, then we would predict that John would be likely to quit smoking.

TIME:

50 minutes

PARTICIPANTS:

Any number.

MATERIALS:

A series of situations should be presented to the student that contain a highly resistant cognition to change, consonant cognitions and potentially dissonant ones.

PROCEDURE:

On the following pages several situations are presented in which an individual is being introduced to a product via advertizing. Have each student imagine that he/she is playing the role of the individual developed in the story line. Remind the student that they may mark any, all or none of the blanks provided by the appeals.

After the students have completed this part of the exercise, the instructor should ask the students to pick out the most resistant cognition to change, consonant cognitions and the dissonant ones developed in the appeals. In Situation A the most resistant cognition to change would be "I take a less expensive brand of aspirin;" the consonant cognition is "The less expensive brand of aspirin masks pain as well as others;" and the dissonant cognitions would be each appeal stated in the advertizing. You might put these cognitions in the equation given in the section labeled "Background."

PROCESSING:

1. Discuss the idea of "resistance to change." What makes some cognitions more resistant to change than others?

2. Discuss the idea that magnitude of dissonance is a proportion of the number of dissonant cognitions to consonant ones. What happens when the number of dissonant ones increase compared to consonant ones. How does the importance of each cognition affect magnitude of dissonance?

3. Do some of the appeals seem more important and, hence, more dissonant than others?

4. Do you think that it is conceivable that people "weigh" dissonant cognitions to consonant ones?

SUGGESTED READINGS:

Festinger, L. A Theory of Cognitive Dissonance. Stanford, Cal.: Stanford University Press, 1964.

Kiesler, Charles A.; Collins, Barry E. and Miller, Norman. Attitude Change: A Critical Analysis of Theoretical Approaches. New York: John Wiley and Sons, 1969.

Wicklund, Robert A. and Brehm, Jack W. Perspectives on Cognitive Dissonance. New York: John Wiley and Sons, 1976.

DIRECTIONS

You will be reading a series of situations about products commercially sold on the market. In each case you should imagine yourself playing the role developed in the story line. In general you will be told that you have bought or intend to buy a certain product. However, there is the possibility of you changing your mind if you find another product's advertizement to be persuasive. You will be asked which of several appeals is the most persuasive in getting you to buy the new product. You may mark any, all or none of the blanks provided by the appeals.

Situation A: Suppose you have used one of the less expensive brands of aspirin for years now. You take aspirin only occasionally for relief from minor pain. The less expensive brand masks pain, you feel, about as well as any other aspirin sold on the market. You are now thumbing through a magazine and see an advertizement for a name brand of aspirin. Which of the appeals below, would get you to buy the name brand of aspirin?

_____ 1. Brand X contains gentle buffers that prevents upset stomach.

_____ 2. In the early minutes Brand X puts more pain reliever into the bloodstream than any other brand.

_____ 3. Brand X is an effective pain reliever for minor headache, muscular aches and pains due to colds.

Situation B: Your mother has used a particular brand of laundry detergent for a long time and she has been fairly happy with the product. Since she has used the product, you've decided to wash your clothes with it. As far as you can tell, the detergent does a good job of getting your clothes clean. Of the following bits of information, which would be the most persuasive in getting you to buy another brand?

_____ 1. Brand X uses 10% less the amount of detergent as your mother's brand.

_____ 2. Brand X is low in phosphate and contains no fluffers or fillers.

_____ 3. Brand X is $.50 less expensive than your present detergent.

Situation C: For some time now you've wanted to buy a new American-made car, either General Motors or Ford, which is in-line with the buying decisions of your parents. Since cars are an expensive piece of equipment and costly to maintain, you've been shopping carefully for just the right model. Basically a small economy, two-door sedan sounds pretty good to you. You have about made up your mind on one when you pass by a foreign-car dealership and decide to test ride one of their cars. The ride was similar to the ones you've experienced with the American-made cars. As you leave the dealership, you pick up a brochure on the car. Which of the following pieces of information might make you change your mind about buying that American-made car?

_____ 1. The foreign-made car has a prettier shade of red than the American-made one.

_____ 2. The foreign-made car has a quieter ride than the American-made car.

_____ 3. The foreign-made car gets better gas mileage, has a longer engine guarantee and is somewhat less expensive than the American-made car.

Situation D: You've been smoking cigarettes for some time now, and it gives you a certain amount of pleasure. You like the taste of smoking. Consequently, you have no intention of quitting, at least momentarily. However, you've noticed that you are a little tired when you get out of bed in the morning and on occasion you wheez and cough. Which of the following pieces of information would you find most persuasive in changing from your present brand of cigarettes to another?

_____ 1. Your brand has 18 mg. of tar and 1.2 mg. of nicotine. Another brand has 17 mg. of tar and 1.0 mg. of nicotine.

_____ 2. Your brand has 19 mg. of tar and 1.0 mg. of nicotine. Another brand has 8 mg. of tar and .7 mg. of nicotine.

_____ 3. Your brand has 20 mg. of tar and 1.0 mg. of nicotine. Another brand has 15 mg. of tar and .8 mg. of nicotine, and claims to have "great" taste.

TITLE: MASLOW'S MOTIVATIONAL APPEALS

PURPOSE:

The purpose of this exercise is to reinforce the student's understanding of the relationship of Maslow's[1] "Hierarchy of needs" to the process of social influence.

BACKGROUND:

Maslow's hierarchy of needs begins with: 1) physiological needs at the most basic level; 2) security or safety needs; 3) belonging needs; 4) love and esteem needs; and, finally 5) self-actualization needs at the uppermost level.

TIME:

50 minutes

PARTICIPANTS:

Small groups of four to six.

MATERIALS:

None

PROCEDURE:

	Physio-logical	Safety	Belonging	Esteem	Self-Actual-ization
Insurance					
Toothpaste					
Weight re-ducing pro-gram					
Automobile					
Yoga and Meditation Class					

[1]Abraham Maslow, Motivation and Personality (New York: Harper & Row, 1954).

1. Across the top of the above grid, Maslow's need hierarchy is listed. Down the left side five products or services are listed that in varying degrees utilize the motivational approach to persuasion in the commercial marketing of those products.

2. See if you can create a persuasive appeal for each product based on each level of Maslow's need hierarchy. If it does not make sense to create an appeal for a product at a given level, place a big X in the square where the product and the inappropriate need level intersect. For example, it is unlikely that self-actualization needs would be appropriately invoked when discussing a particular brand of toothpaste.

3. For those products where suitable appeals may be made, be sure to keep them brief and able to be summarized in a few short sentences. Also, provide a rationale for why each of your appeals would be effective.

4. After your group has finished, compare your group's grid with the other groups in the class. Pay close attention to the reasons why the groups felt their particular appeals would be effective. Also note how much agreement exists: 1) in the types of appeals constructed; and 2) in the types of appeals for which the groups felt it would be inappropriate to construct.

5. As a class proceed on to the PROCESSING section.

PROCESSING:

1. Are some appeals more effective for some products than others? Why?

2. Now that you have done some comparing, how logical are the appeals to you? Just because an appeal for a certain product has appeared on TV, does not necessarily mean they are logical. A good example occurs with gaining better sex appeal (satisfying belonging and love needs) if one uses a particular brand of toothpaste. Can you name others?

3. Can you detect all five of Maslow's basic need categories in commercial advertisements used around you? Consider such groups as Transcendental Meditation, Weight Watchers, Environmental Groups, Right to Life, etc. Do these organizations consistently try to appeal to certain needs or do you see attempts on their part to cover the whole range? Would it be a better strategy on their part to cover a wide range of needs? If they elected not to cover the range, what must they do in terms of the need(s) they do cover to sell their product?

4. Can you detect a relationship between specific demographic characteristics of an audience and the needs that audience would be concerned with? Why is this an important source of information for advertisers?

TITLE: NASA EXERCISE

PURPOSE:

The purpose of this exercise is to view the cognitive approach to persuasion utilizing a group decision-making exercise. The subject we have chosen for the exercise lends itself to a rational, logical way of presenting an argument.

BACKGROUND:

The cognitive consistency theories assume human beings to be rational, logical, information seekers and disseminators. It assumes that one of the best ways in which we make sense of our world is through relating information to our "cognitive maps"!

TIME:

Approximately 50 minutes.

PARTICIPANTS:

Small groups of 4-6.

MATERIALS:

See the following pages.

PROCEDURE:

1. There are tow exercise forms. The first is to be filled out individually and will run about 10 minutes.

2. After this is completed, form small groups of 4-6 in each group. Following the individual worksheet, the group worksheet may be found. Each group is to complete that form, reading the directions aloud.

3. After the form has been completely filled out by the groups, the answers to the exercise may be found in Appendix B. Then proceed on to the PROCESSING section with the class as a whole.

PROCESSING:

1. Was this a good topic to approach cognitively? Why or Why not?

2. Can you think of specific disciplines or general topic areas that lend themselves to utilizing persuasive messages based upon the cognitive approach?

3. How persuasive were your arguments? Was it easy or difficult to reach consensus? What implications are present for persuading people from a cognitive approach? What characteristics must be present in a message? In the audience? In the speaker?

SOURCE:

This exercise was adapted from David W. Johnson and Frank P. Johnson, Joining Together, Group Theory and Group Skills, (Englewood Cliffs, New Jersey: Prentice-Hall, 1975).

NASA EXERCISE INDIVIDUAL WORKSHEET

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. You have 15 minutes to complete this phase of the exercise.

_____ Box of Matches

_____ Food Concentrate

_____ 50 feet of nylon rope

_____ Parachute Silk

_____ Portable heating unit

_____ Two .45 caliber pistols

_____ One case dehydrated Pet Milk

_____ Two 100-lb. tanks of oxygen

_____ Stellar Map (of the moon's constellation)

_____ Life Raft

_____ Magnetic Compass

_____ 5 gallons of water

_____ Signal Flares

_____ First Aid Kit Containing Injection Needles

_____ Solar-powered FM Receiver-transmitter

NASA EXERCISE GROUP WORKSHEET

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.

2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree, somewhat, at least.

3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching your decision.

4. View differences of opinion as helpful rather than as a hindrance in decision-making.

_____	Box of matches
_____	Food concentrate
_____	50 feet of nylon rope
_____	Parachute silk
_____	Portable heating unit
_____	Two .45 caliber pistols
_____	One case dehydrated Pet milk
_____	Two 100-lb. tanks of oxygen
_____	Stellar map (of moon's constellation)
_____	Life raft
_____	Magnetic compass
_____	5 gallons of water
_____	Signal flares
_____	First aid kit containing injection needles
_____	Solar-powered FM receiver-transmitter

TITLE: THE POWER OF SUGGESTION

PURPOSE:

Many individuals in a wide variety of group experiences feel certain pressures to conform to others in the group. The purpose of the following exercise is to gain an understanding of the pressures for uniformity among group members.

TIME:

20-30 minutes.

PARTICIPANTS:

This exercise works best with a "large" group, say, around 20-30.

MATERIALS:

The materials are quite simple. You need 4-6 confederates, one speaker, a clear bottle, some water and food coloring. The water should be discolored and placed in the bottle with a cap on it.

PROCEDURE:

1. You need someone form the class or, even more preferable, someone outside of the class to deliver a speech. A cover story will be easier to draw up for an individual who is unknown to the class. For instance, the speaker could be a member of another class who needs to give a make-up speech and this is his/her only opportunity to do so.

2. You need to develop a short speech on osmosis, and specifically on the diffusion of an odor in a room. Then, have your speaker deliver it to the class. Sometime during the speech, the speaker should uncap the bottle as a demonstration of the principles given in the speech. The speaker should also instruct the audience to raise their hands when they smell the odor. Obviously, colored water doesn't smell, but that it the point of the exercise.

3. Your confederates should have strategically placed themselves in the room (probably toward the front to get the ball rolling) and according to some well-defined plan, they should raise their hand. If things go according to plan, others should also raise their hands.

PROCESSING:

1. Note how pressures toward group conformity work.

2. Observe the rate with which people raise their hands; a few at first with more and more as time goes on. Discuss the implications of this in light of the idea of conformity. Why did people conform? If people did not, why?

ADDITIONAL SUGGESTIONS:

To the teacher: This exercise essentially involves a hoax and one should be careful about stepping on people's feelings. Make sure that it is a learning experience, not an embarrassing one.

SUGGESTED READINGS:

Kiesler, Charles A. and Kiesler, Sara B. Conformity. Reading, Mass.: Addison-Wesley, 1969.

TITLE: SOCIAL SALIENCE

PURPOSE:

The purpose of this exercise is to provide the reader with a familiarity of the persuasive technique labeled "Social Salience." This is a persuasive strategy applied to specific groups of people with identifiable goals and a well-defined image.

BACKGROUND:

Lerbinger[1] defines social saliency as an appeal to an audience based on their group affiliations. As a persuader, you do not appeal to an audience as individuals, but rather as a member of an identifiable group. The chief goal is to persuade a group of people by reminding them of their identity as a member of the group as well as their allegiance to that group. When the ties to the group have successfully been established (e.g. "made salient"), the persuasive message is then cast as being consistent with the group's goals and objectives. In a nutshell, the message comes across as, "In order to be a good group member, you should adopt this persuasive message as your own."

TIME:

50 minutes

PARTICIPANTS:

May be done individually or in small groups of two or three.

MATERIALS:

Paper and pencil

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[1]Otto Lerbinger, Designs for Persuasive Communication (Englewood Cliffs, New Jersey: Prentice-Hall, 1972).

PROCEDURE:

1. After the instructor divides the class into small groups, each group chooses or is assigned a well-known organization and an issue. Some examples:

   a. Catholics and the issue of birth control.
   b. Veterans of Foreign Wars and the issue of possible support for U.S. involvement in another war.
   c. Feminists and the abortion issue.
   d. Sierra Club and the building of dams in wilderness areas.
   e. Corporation Management and the issue of employees supporting company policy and maintaining corporate allegiance.
   f. NAACP and the issue of affirmative action or school busing.
   g. Staunch Democrats and the issue of big government.
   h. P.T.A. and the issue of the "family hour" on TV.
   i. Traditionalist Teachers and the "Back to Basics" issue.

2. After each class group has a subject, the group members should 1) identify the relevant characteristics of the group you are studying; and 2) construct a persuasive message (approximately five to ten minutes in length) designed to appeal to that group.

3. After the messages have been prepared, come together as a whole and have one member of each group deliver their message.

4. Listen to all the messages as if you belonged to the group being addressed. In your own mind, decide whether or not you think the message was effective.

PROCESSING:

1. Compare the one or two best persuasive messages with the one or two that needed the most improvement. Along what lines did they differ? Specifically:

   a. Were group values clearly identified?
   b. Was familiar terminology applied in defining the issues that were important to the group in question?
   c. Were the symbols, slogans or mottos that the group typically employs mentioned and used effectively in relaying the persuasive message?
   d. Were demographic characteristics taken into account?
   e. Was a good argument made (e.g. strong linkages) for why the group's goals and objectives were consistent with the goal of the persuasive message?

2. As a class, decide on "must do" requirements to make this technique effective. After that has been done, decide on things that must be avoided in the employment of this strategy. In other words, what kinds of things could damage the effectiveness of this strategy? Try using the blackboard for this portion. Visualizing some of the answers should be helpful.

3. Now that you know how the technique works, can you recall any personal experiences of this nature either as a persuader or persuadee? Relay those personal experiences to the rest of the class.

TITLE: FEAR APPEALS

PURPOSE:

The purpose of this exercise is to acquaint the student with the research literature on fear appeals.

BACKGROUND:

In the typical fear appeal study, groups of subjects are exposed to a persuasive communication which contains information describing some danger and a recommendation on how to avoid the danger. The information describing the danger is often divided into levels of fear; usually mild, moderate, and strong. Each group then hears one level of fear, along with the recommendation. After hearing the message, some measure is administered on the effectiveness or persuasiveness of the appeals. The results of the experiments have led two groups of researchers to specify different relationships between fear and persuasion. Janis[1] posits a curvilinear relationship between fear and persuasion. That is, the greater the fear appeal, the more persuasion occurs, until a point is reached when the amount of persuasion decreases with an increase in fear. In their classic 1953 study, Janis and Feshback[2] suggested that individuals who experience high anxiety levels due to a strong fear appeal become more resistant to persuasion. Consequently, they hypothesize that moderate fear appeals yield the maximum compliance. On the other hand, Leventhal[3] argues that there is no reason to believe that a curvilinear relationship exists at all. For him, the following relationship is more generally the case: the greater the fear, the more the persuasion. Leventhal has suggested that the curvilinear relationship is due to the interaction of other variables, causing a reduction in fear appeal effectiveness beyond certain levels of intensity. For instance, some people may be unable to cope with high levels of fear, or when the remedies offered to avert danger are perceived as ineffective to the individual, then high intensity fear will not be persuasive.

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[1]Irving L. Janis, "Effects of Fear Arousal on Attitude Change," in Advances in Experimental Social Psychology, ed. L. Berkowitz, Vol. 3 (New York: Academic Press, 1967), pp. 167-222.

[2]Irving L. Janis and Seymour Feshback, "Effects of Fear-Arousing Communications," Journal of Abnormal and Social Psychology, 48 January 1953, pp. 78-92.

[3]Howard Leventhal, "Findings and Theory in the Study of Fear Communications," in Advances in Experimental Social Psychology, ed. L. Berkowitz, vol. 8 (New York: Academic Press, 1972), pp. 119-183.

TIME:

20 to 40 minutes

PARTICIPANTS:

Any number of people may be involved in the exercise.

MATERIALS:

One questionnaire booklet is needed, containing a set of fear appeals (mild, moderate, strong) over three or four topics. Three semantic differential-type items should appear after each appeal for students to rate. The items should be "strong appeals/weak appeal," "effective/ineffective," and "familiar/unfamiliar."

PROCEDURE:

Present to the students in random order a series of fear appeals, like the ones given below. Ask them to rate the appeals according to 1) how strong of appeal, 2) persuasive effectiveness of appeal, and 3) familiarity with appeal. Some appeals might be:

"Smoking may be hazardous to your health."
"Smoking causes lung cancer."
"Smoking has serious side-effects such as wheezing and coughing."

"Improper dental hygiene causes a yellow film to form on the teeth."
"Improper dental hygiene can cause tooth decay, necessitating large dental expenses."
"Improper dental hygiene can be a serious and dangerous problem. The infection from dental decay can spread to your eyes, heart, and joints, and may lead to arthitic paralysis, kidney damage and/or total blindness."

Ask students to tabulate their results to determine whether the ratings on "effectiveness" increased and the strength of the appeal increased.

PROCESSING:

1. Discuss the general outcome of the results in the fear appeal studies. Were all, some or none of the high intensity fear appeals marked highly effective? Do you think Janis or Leventhal is the most correct? Why?

2. Discuss the student's results and what variables are involved in the system to produce these results. Is there such a thing as "defensive avoidance," in which people given high intensity fear appeals become so anxious about the appeal that they resist or avoid the persuasion? Do you think that high intensity fear appeals can be effective?

3. You might develop a series of weak and strong recommendations for the various fear appeals. Find out if weak recommendations hurt the effectiveness of a high intensity fear appeal.

4. Discuss audience familiarity as it relates to effectiveness with fear appeals.

SUGGESTED READINGS:

Janis, Irving L. "Effects of Fear Arousal on Attitude Change." In Advances in Experimental Social Psychology, ed. L. Berkowitz, Vol. 3. New York: Academic Press, 1967.

Leventhal, Howard. "Findings and Theory in the Study of Fear." In Advances in Experimental Social Psychology, ed. L. Berkowitz, Vol. 8. New York: Academic Press, 1972.

TITLE: EGO INVOLVEMENT

PURPOSE:

An individual's ego and personality are tied to how that person will respond in any type of persuasive situation. Both sender and receiver are influenced by their respective egos. This exercise is designed to demonstrate how your ego may affect your action in a persuasive interaction.

BACKGROUND:

Ego is a factor the persuader must be cognizant of. The tripartite model of personality suggested by Freud was composed of the id (the blind, impersonal, instinctive impulses of self), the ego (the controlling function that seeks socially approved avenues for gratifying the id's impulses), and the super ego (the conscience or inner control). The ego tends to be vulnerable to attack and as a result builds defenses to ward off attacks. Any stimuli, external or internal, threatening the ego is met with an ego defense mechanism.

The skilled persuader, knowing the ego and the functions of ego defense, can play upon the ego and the interworkings of the personality to persuade. One prominent method of using the ego is through fear appeals. Essentially the notion is that the persuader sets up the stimuli which create fear in the ego and the receiving organism will (hopefully) move in the direction the persuader suggest to eliminate the fear stimulus. A campaign to wear seat belts might show the horrors of an accident where people were not wearing the belts, and then discuss the increased likelihood of personal injury or death. It is possible the stimuli will cause the ego to defend the organism and force the desired action, i.e. the individual will buckle-up. Generally fear appeals that are too strong or too weak have little effect. If the appeal is too strong the ego might set up barriers to the stimulus before it has a chance to work on the ego. The ego will deny the appeal rather than do the suggested behavior.

Persuaders also may appeal to ego ideals. Each ego has an ideal conception of self. The persuader can show the ego ways to strengthen and maintain the ideal. Rather than use the defense mechanism the ego is stimulated to strengthen the ideal picture. Men's and women's cosmetic advertisements are often predicated on showing the ego ways to become closer to its ideal.

TIME:

40 minutes.

PARTICIPANTS:

Any number divided into dyads.

PROCEDURE:

One member in each dyad will role play a specific character for the other member. After the role playing is completed, the members switch roles. The following scenes may provide the roles:

1. One member will be a teacher, the other member a student. The teacher has failed the student in a particular class. The student is attempting to persuade the teacher that she/he is, in fact, intelligent and deserves to pass the course.

2. One member is a parent, the other member is the son or daughter of the parent. The son or daughter is attempting to demonstrate why he/she should be allowed to live at college with a member of the opposite sex. The parent disagrees with this position and threatens to cut off all financial support.

3. One member is a car salesperson, the other member is a potential customer. The salesperson is attempting to sell a car (which is a lemon) based upon appeals to enhancing one's status or making a sound financial investment.

PROCESSING:

1. How did you feel playing your roles?

2. How did you perceive the other person playing the roles?

3. What types of successes or failures did you have in playing the roles?

4. What changes did you note when you changed from one role to the other? Did the change affect the way in which you perceived the basic problem you were discussing?

5. How does a strong identification (strong ego involvement) with a role affect one's persuasive communication? How does it affect your receipt of persuasive communication?

6. What role did ego involvement play in your interactions? What types of appeals to the ego did you use or receive?

7. What are the strengths and weaknesses of playing the various roles? Why?

FURTHER SUGGESTIONS:

After everyone has had a chance to role play the various situations, the teacher may want to hold an open class discussion centering upon the topic of ego involvement and its affect upon persuasive communication.

SUGGESTED READINGS:

Janis, Irving L. "Effects of Fear Arousal on Attitude Change: Recent Developments in Theory and Experimental Research." in The Process of Social Influence. Ed. Thomas D. Beisecker and Donn W. Parson. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, pp. 277-302.

Leventhal, Howard, Robert Singer, and Susan Jones. "Effects of Fear and Specificity of Recommendation Upon Attitudes and Behavior." Journal of Personality and Social Psychology, 2 (1965), 20-29.

McGuire, William J. "Personality and Susceptibility to Social Influence." in The Process of Social Influence, Ed. Thomas D. Beisecker and Donn W. Parson. Englewood Cliffs, New Jersey: Prentice-Hall, 1972, pp. 122-16

Nimmo, Dan. The Political Persuaders. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Scheidel, Thomas W. Persuasive Speaking. Glenview, Illinois: Scott, Foresman and Company, 1967.

Lerbinger, Otto. Designs for Persuasive Communication. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

TITLE: THE CAVE

PURPOSE:

Many of us occupy various roles that affect our actions toward others. This exercise is designed to influence one's action by placing him or her in a particular role. The role will help shape his or her persuasive activities toward the other members in the group.

TIME:

30 minutes

PARTICIPANTS:

Small groups of five individuals each.

MATERIALS:

None

PROCEDURE:

Each member will choose one of the following roles: graduate student, parent of three children, lawyer, teacher (who is an addict), and bank manager. The members are exploring a cave when a landslide suddenly occurs, covering the entrance of the cave. The land, however, surrounding the cave is still very loose. They realize that the last person leaving the cave may be caught in another landslide. The group must decide who will be the last person out of the cave. After each group has reached a decision, they will form a large circle.

PROCESSING:

The sponsor may want to ask the following questions:

1. Who was chosen last to leave the cave? Why?
2. How did the person's role affect his or her persuasive message?
3. Did variables such as personality or ego involvement play a part in shaping one's message?
4. How well did members listen to each other?

5. Was group pressure applied in persuading members to conform to the group's decision?

6. Did one's role affect the type of evidence selected in his or her message?

7. How do the role(s) you play affect your messages?

LEARNING FROM PAST EXPERIENCE

PURPOSE:

To learn inductively means to abstract theoretical principles from experience. One begins with the examples and infers backwards to assumptions around which they were organized. The purpose of this exercise is twofold. First, we hope that you will realize that you have already experienced many of the things upon which persuasion theories are based. Second, we hope that you will start analyzing the persuasive situations you find yourself in so that eventually, from your own experience, you know what makes for effective persuasion.

TIME:

50 minutes.

PARTICIPANTS:

Ideally, groups of 3 or 4.

PROCEDURE:

1. Recall the last time you were persuaded to a different position than your own on a contemporary issue of concern (e.g. abortion, college admission, marijuana and drug laws, the pill, religious wars, etc.) Spend a few moments recalling as much as you can about that situation in which you found yourself. Now answer the questions in the left column on the following page.

2. Do the same for an incident regarding the last time someone tried to persuade you but failed. Answer the questions in the right column on the following page.

3. To yourself, compare the answers you have written in both columns. Note differences where they occur.

4. Within your groups, take turn listening to each person describe the successful persuasion attempt they have chosen to analyze. After all of the successful persuasion attempts have been described to the group, take turns describing the unsuccessful persuasion attempts. Provide enough information so that all group members may have some basis from which to compare the 6 or 8 persuasion attempts described.

5. Answer the following questions below within your group in the PROCESSING section.

	SUCCESSFUL PERSUASION ATTEMPT	UNSUCCESSFUL PERSUASIO ATTEMPT
1. What was the topic of discussion?		
2. How many people were present?		
3. Did you have a chance to participate?		
4. Was the setting an informal get-together or a formal gathering?		
5. Was there more than one person doing the persuading?		
6. Evaluate the persuader: How much did he/she know?		
Were they trustworthy?		
Were they dynamic?		
7. Evaluate the argument: Was it well organized?		
Was it logical?		
Was it attention getting?		
Was new information provided?		
Were arguments well supported?		
8. Evaluate yourself, the persuadee: How much information did you know about the topic?		
How firmly are you rooted in your beliefs beliefs about the topic?		
How responsive are you to emotional appeals?		
9. How far apart was your original position form the persuader's position?		
10. How many times had someone tried to persuade you on this topic?		
11. Do you view the persuader as being like yourself?		

PROCESSING:

1. Give specific reasons as to why successful attempts at persuasion were effective and why unsuccessful attempts were failures?

2. Are there any commonalities within the successful attempts? Within the unsuccessful attempts? What source, message and receiver characteristics contribute to successful persuasion? What is the significance of the context in which persuasion occurs?

3. As you have probably realized, many things can go wrong in trying to persuade another person. What elements should a persuader pay specific attention to? How important is audience analysis?

4. Is persuasion a natural ability people have? Or, do you think the principles can be learned?

5. As stated earlier, many of the things you have experienced in being persuaded actually form the basis of several theories. Listed below are simplified versions of some of the theoretical principles. React to those principles and decide if they applied in the persuasion attempts you have analyzed with your groups.

    1. A highly credible source is much more likely to be a better persuader than a low credible source. Credibility may be defined in terms of knowledge, trustworthiness, and dynamism.

    2. If there was more than one persuader, group pressure alone may have been enought to accomplish ther persuasion, especially to the extent to which the persuader values his/her place in the group.

    3. Presenting an argument that is well organized, attention getting and well supported is much more likely to convey information and increase persuasive potential.

    4. Information sometimes has to be new to be effective. People tire of having to hear the same old thing.

    5. The more information the persuadee knows about a subject, the more likely are they to resist persuasion attempts.

    6. The further apart a persuadee and a persuader are, the more difficult it is to change the persuadee's opinion. Similarly, the closer they are, the more easy it is to persuade.

    7. Persuasion is usually not accomplished in a one-shot effort. It is usually done most effectively over a period of time.

8. The more attractive the persuadee views the persuader (e.g. the more alike they are viewed), the greater the persuasive the persuasive potential.

NOTE:

This exercise will not deal extensively with the details involving the theories and principles of persuasion. For that reason, this exercise makes for an appropriate introduction to the subject.

TITLE: ANALYZING A PROTEST MESSAGE

PURPOSE:

To test the student's ability inidentifying specific areas of the persuasive process, such as emotive appeals, arguments, persuasive designs, and language.

TIME:

50 minutes.

PARTICIPANTS:

The sponsor may want to have the entire class form a large circle.

MATERIALS:

The sponsor will select various segments of recorded or printed protest speeches that illustrate particular persuasive variables. Some excellent models of protest statements are in Malcolm X, "Ballot or Bullet," Malcolm X Speaks; Robert Scott and Wayne Brockriede, Rhetoric of Black Power; Abbie Hoffman, Revolution for the Hell of It; and Jerome Skolnick, The Politics of Protest.

PROCEDURE:

Students will listen to various segments of protest speeches. After listening to them, students may be asked to:

1. Identify particular types of emotive appeals used by the speaker.
2. Identify particular types of arguments used by the speaker.
3. Identify particular types of persuasive designs used by the speaker.
4. Identify the target audience for which the message was directed.
5. Identify specific types of emotive language employed by the speaker.
6. Identify the similarities or differences in persuasive strategies and arguments existing between or among the speakers.

7. Identify the types of myths or stereotypes either reinforced or exploded by the speakers.

PROCESSING:

The sponsor has several options available in processing this exercise.

1. The sponsor may ask the students to write a paper, using some or all of the above statements as a guideline for analyzing the statements. The paper will be submitted the following period for evaluation by the sponsor.

2. The sponsor asks the class to respond orally to the above statements.

3. The sponsor may divide the class into small groups. Each group will be responsible for developing answer to several of the above statements. The groups will later share their answers with the entire class.

TITLE: RECREATING THE "PSEUDO-EVENT"

PURPOSE:

The purpose of this exercise is to demonstrate that the key to a persuasive campaign lies not only in the manipulation of a persuasive message, but in contriving the setting to one's best advantage.

BACKGROUND:

Nimmo[1] defines a "pseudo-event" as one that is contrived to appear spontaneous so that the media is attracted. It camoflauges the actual situation so that the underlying reality remains distant and obscure.

This is an exercise in the subtler aspects of persuasion. As stated in the purpose, it grows out of the recognition that the key to a persuasive campaign lies not only in the construction of a persuasive message, but in contriving a suitable setting in which to deliver that message. For example, how would it appear for a politician filming a TV spot to 1) stumble on a phrase; 2) have a prop fall; 3) emphasize the wrong portion of a sentence; 4) look tired and pale; 5) dress inappropriately; or 6) be distracted by a fly? All of these things would likely distract an audience away from what the politician was trying to get across and focus upon the embarrassing and trivial.

As Nimmo points out, the political areaa is probably one of the best arenas for "pseudo-events" with staged rallies, taped TV appearances, commercials and nightly news briefs, along with questions planted with friendly correspondents at news conferences.

TIME:

Two class periods.

PARTICIPANTS:

Should be done in groups of four.

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[1]Dan Nimmo, The Political Persuaders (Englewood Cliffs, New Jersey: Prentice-Hall, 1970).

MATERIALS:

Should be decided by individual group members.

PROCEDURE:

1. This is an exercise where you can let your imagination run and have some fun at the same time. In groups of four you are to pretend that you are a campaign team, and a candidate for public office should be chosen within every group. The rest of the group members can assume such roles as manager, media coordinator, speech writer, etc.

2. As members of a campaign team, you are to plan a pseudo-event of your own but in the form of two skits. The first skit will involve presenting the pseudo-event where everything goes as it is supposed to. The second skit will involve the unpolished product. Whereas the candidate will be the primary actor in the first skit, the second skit will involve the other group members as they correct the candidate's speech, adjust settings, provide recommendations, etc.

3. Assume you are simulating a TV appearance. The rest of the class will be your TV audience.

4. Let your imaginations run as you compare your skits by using a variety of contrived happenings. Select from the list offered below or make up your own. Take a class period to compose your finished product.

   a. The speaker is reading from cue cards with the director signalling when he/she should speak with emotion.

   b. Embarrassing questions from the audience passed over or downplayed.

   c. Sweat, unruly hair, or makeup constantly being touched up by doing several takes and splicing them together so the candidate appears cool, calm and collected.

   d. The candidate's voice is inaudible due to background noise or monotone.

   e. Incorrect use of symbols by saturating the audience with them or evoking an incorrect sympathetic response.

   f. Talking in abstract language. All style but no substance.

   g. Assuming the TV spot is filmed in a parking lot outside a factory, prior to air time, buttons, bumper stickers and signs are placed in close proximity to where the candidate is.

h. Using a canned speech that sounds like he/she has given it 100 times.

i. Trying to get the candidate's best side. Staged smiles, raised eyebrows. Getting him/her to strike the right profile with a specific posture.

j. If the spot is filmed in his/her office, appropriately placing a picture of Lincoln, Truman, Kennedy or the American Flag in the background.

k. Use of the hit-and-run technique where the candidate's message is delivered in such a way as to deny the opposition a chance to respond.

l. Rehearsing questions from audience members that appear spontaneous. Coaching in how to ask the right questions by mentioning the candidate's past accomplishments.

5. At your next class period, present both skits.

PROCESSING:

1. Has your attitude towards "politicking" changed at all during this exercise? If so, in what direction?

2. Is the "pseudo-event" necessary? If so, why? If not, why not?

3. Can any of you recall past election campaigns where something in the setting resulted in a negative light cast on the candidate (e.g. the Nixon-Kennedy televised debates)?

4. Define specifically, what a candidate's "image" constitutes.

5. How do pseudo-events fit in with the general image-making process?

TITLE: SYMBOLS FOR SOLIDIFICATION IN SOCIAL MOVEMENTS

PURPOSE:

To examine groups' symbols used for solidifying members to a movement's cause.

TIME:

25 minutes.

PARTICIPANTS:

The exercise works best in small groups of 5-7 members.

MATERIAL:

Paper and pencil.

PROCEDURE:

Each group selects or is assigned a particular movement to study. They are to examine the symbols used to solidify members' support for achieving the goals of the movement.

Suggested movements to study:

1. Women's Liberation Movement
2. Black Panther Party
3. Environmentalist Movements
4. Civil Rights Movement
5. Gay Rights Movement
6. KKK
7. American NAZI Party

The sponsor may want to assign any additional movements he or she believes more familiar to the students' frame of reference.

PROCESSING:

After the groups have analyzed the movement's symbols, the sponsor will have the class form a large circle. The sponsor may want to consider the following questions:

1. What types of symbols are selected?

2. How successful are they in solidifying members' support?

3. Are some symbols more persuasive than others? Why?

4. Do some movements have similar symbols? What symbols do they hold in common? Can this be helpful or harmful to the movement?

5. What symbol(s) would you suggest the movement employ for solidifying its membership?

SUGGESTED READINGS:

Bosmajian, Haig A. Dissent: Symbolic Behavior and Rhetorical Strategies. Boston: Allyn and Bacon, Inc., 1972.

Bosmajian, Haig A. "The Persuasiveness of Nazi Marching and der Kampf die Strasse." Today's Speech, 16 (Nov. 1968), 17-22.

Bowers, John and Ochs, Donovan J. The Rhetoric of Agitation and Control. Reading, Mass.: Addison-Wesley Co., Inc., 1971.

Skolnick, Jerome E. The Politics of Protest. New York: Ballantine Books, 1969.

Toch, Hans. The Social Psychology of Social Movements. New York: The Bobbs-Merrill Co., Inc., 1965.

TITLE: APPEAL TO TARGET AUDIENCES

PURPOSE:

Persuasive messages in advertising, political campaigns, and social movements often are directed at specific target audiences. The purpose of this exercise is to index some of the types of target audiences to which persuasive messages are directed.

TIME:

At least one class period, possibly two.

PARTICIPANTS:

The entire class (any size).

MATERIALS:

Any type of political, social, or advertising literature you can find in the world around you.

PROCEDURE:

At least a week before doing this exercise you should collect information related to political, social, and advertising messages. From the collected messages each of you should select several to analyze. You are to attempt to determine the type of target audiences the messages are directed at. After you have determined the target audiences get together with the rest of your class and share and discuss the various conclusions each of you has made concerning the target audiences.

PROCESSING:

The entire class should discuss their index of target audiences. Students will identify the criteria used in assessing the target audience specifically related to a particular message. To aid in processing this information, you may wish to discuss the following:

1. What are the similarities of the views in the class concerning target audiences associated with various types of persuasive messages?

2. Do certain personality types exist within particular target audiences?

3. What advantages and disadvantages exist in stereotyping people in certain target audiences?

4. What would you do to make a specific persuasive message applicable to a more general target audience? To a more limited target audience?

5. What are the trends and patterns in adapting messages to target audiences?

6. How well are the messages you are examining adapted to the target audiences you have isolated?

ADDITIONAL SUGGESTIONS:

Rather than having the entire class discuss each person's effort, the class might be divided into groups. Each group could examine the efforts of members of the group and perhaps select one to be discussed before the entire class. A shorter period of time would be required to discuss the several indexes developed by the selected representatives from the various groups.

This entire exercise could easily be turned around. The class as individuals or small groups could be assigned a target audience and a type of message (e.g. political, advertising, etc.) and then asked to prepare a handbill, one minute radio ad, short speech, etc. The discussion would then center on how successful each effort had been in reaching the assigned target audience.

TITLE: ADVERTISING ASSOCIATIONS

PURPOSE:

The purpose of this exercise is to help illustrate the impact of association in advertising. A key to understanding stimulus-response and learning theory as persuasive devices is to understand the development of associations.

BACKGROUND:

Association is a key to the development of persuasion by the use of learning theory. Classical conditioning (the type of learning exemplified by Pavlov's experiments with dogs) is a type of learning where the organism is taught through association to substitute the response to an old stimulus (an unconditioned stimulus) to a new conditioned stimulus. Thus, in the jingle "When you're out of Schlitz, you're out of beer," an attempt is being made to condition you to associate Schlitz with the general term beer. The hope of the persuader/advertiser is that you will associate their product label with the general product, and when you are confronted with the need or desire to purchase the product you will buy their particular brand because you are conditioned to make the substitution. Obviously this approach to persuasion does not guarantee sales even if the associations are made. There are other persuaders/advertisers who are competing for the same market and asking the consumer to make the association with their brand name. The ongoing advertising battle between Hertz ("We're number one") and Avis ("We're number two so we try harder") in the automobile rental business is an example of conflicting associations.

The fact remains that associations are powerful tools in the persuader's repertory of persuasive techniques. How often do we say Xerox when we mean a photo-copy, Nylon when we mean a synthetic fabric, and Teflon when we mean a non-stick surface? Xerox, Nylon, and Teflon are all corporate product names that became so well associated they became the label for the entire industry. In the early days of electric refrigerators, Frigidaire so dominated the market that many people referred to their refrigerators as a Frigidaire even when they owned another brand. The current term "Frig" is in part a spin-off from that phenomenon.

Associations are made more permanent through repetition, captivity, and contiguity.[1] Through the modern media the associations may be repeated over and over. Pavlov's dogs did not learn to salivate the first time

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[1] Otto Lerbinger, Designs for Persuasive Communication (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), pp.

the food was associated with the bell, and you will not associate Ultra-brite with toothpaste (at least to the extent of substituting the former for the latter) unless that association is oft repeated. Also, the more captive the audience the better the chance for association. The overhead placards on city buses and subways are predicated on having a captive audience. The principle of contiguity suggests that stimuli which are to be associated must be close together in space or time. A typical example of contiguity is the coupling of favorable adjectives (unless one desires to cast something in a negative light) with nouns (product names, political candidates, etc.). New discoveries are often characterized as "startling," a new play as "delightful" or "intriguing," or a new product as "revolutionary."

The principles of repetition, captivity, and contiguity are constantly used to implant new associations in our minds. This exercise is designed to point up the impact of associations on you.

TIME:

15 to 20 minutes depending upon how extensive the processing may be.

PARTICIPANTS:

This exercise is suitable for any number of participants working alone and is best processed in a larger group setting.

MATERIALS:

The materials needed for this exercise are the Advertising Associations worksheet (found at the end of this exercise) and a pen or pencil.

PROCEDURE:

Each participant, working alone, should complete the Advertising Associations worksheet. Once the worksheets are completed you may begin with the processing.

PROCESSING:

1. What are the correct products to identify with each slogan?

2. Which products did you correctly identify? Why? Why were you unable to correctly identify the others?

3. Were there geographical differences in people's ability to identify certain products?

4. Why do you remember these "silly little slogans?"

5. Can you think of other slogans used in advertising association?

ADDITIONAL SUGGESTIONS:

The Advertising Association worksheet may (in fact should) be changed and modified to fit the immediate needs of the class. It should be updated periodically, could be made more or less regional in emphasis, could be changed for age levels or other demographic characteristics. An interesting idea might be to test a group of older people by using ad slogans long out of date to obtain some notion of the retention of these associations.

Advertising Associations

1. It's the water. _____
2. The beer that made Milwaukee famous. _____
3. When you're out of _____. you're out of beer.
4. The champagne of bottled beer. _____
5. Come to where the flavor is. Come to _____ .
6. Just a silly millimeter longer. _____
7. You've come a long way, baby. _____
8. I'd walk a mile. _____
9. I'd rather fight than switch. _____
10. Tastes good like a cigarette should. _____
11. You deserve a break today. _____
12. Since we're neighbors, let's be friends. _____
13. We do it your way. _____
14. Snap, crackle, pop! _____
15. When it rains, it pours. _____
16. Own a piece of the rock. _____
17. Take it off, take it all off. _____
18. You asked for it, we've got it. _____
19. You're in good hands. _____
20. _____ has a better idea.
21. We really move our tails for you. _____
22. The quality goes in before the name goes on. _____
23. We try harder. _____
24. The proud bird with the golden tail. _____
25. Everything you always wanted in a beer, and less. _____

TITLE: EXAMINING YOUR PURCHASES

PURPOSE:

The purpose of this exercise is to get you to reflect upon why you buy the things you do. By examining why you buy a product you may be able to tell how susceptible you are to persuasion.

TIME:

30 minutes

PARTICIPANTS:

May be done individually or in small groups.

MATERIALS:

Paper and pencil.

PROCEDURE:

1. On a sheet of paper, write down the last 10 purchases that you made including the brand name, price, place of purchase, etc.

2. On the following page, write that name of the purchases in the 10 columns at the top of the page.

3. On the left side of the page, you will note a list of possible reasons for buying products. For each product, check off the relevant reasons. You may check more than one for a give product.

PROCESSING:

1. Do you note any patterns? Can you draw any conclusions about your purchasing behavior?

2. If you frequently checked items 1, 2, 3, 4 or 10, you are susceptible to persuasion attempts. Examine how much exposure you have to mass media (e.g. TV, newspapers, magazines, etc.) The more exposure you have, the more you can expect to be hit with countless persuasive appeals. How much of an effect does the media have on your purchasing behavior?

3. In instances where others have "sold" you a product, what kinds of selling techniques did they use? Does a particular type of technique work best with you? Identify that technique.

4. Compare your answers with others. Note where you differ and where you are similar.

PRODUCT	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
REASON										
1. You heard the product name repeatedly advertised.										
2. You thought it would enhance your self image.										
3. Your friends bought and used the product, or encouraged you to.										
4. The advertiser called up a need you had for the product.										
5. It was the cheapest of all available items.										
6. It was the first one you spotted.										
7. You liked the packaging.										
8. You don't know why you bought the product.										
9. You have always used it or your family has always used it in the past.										
10. A salesperson "sold" it to you with a good pitch.										

TITLE: NONVERBAL COMMUNICATION IN LOGOS

PURPOSE:

Communicators, either consciously or unconsciously, employ a nonverbal code to communicate. The exercise attempts to illustrate some of the nonverbal variables used in a logo. A logo, of course, is frequently used as a symbol for persuading people to accept a view or theme about an agent or agency represented by the logo.

TIME:

50 minutes

PARTICIPANTS:

The class is divided into small groups of 5-7 members.

MATERIAL:

Paper, pencils (colored pencils are preferred), and pens.

PROCEDURE:

Each group develops a logo that identifies them. The logo should symbolize salient characteristics of the group. After each group finishes, the sponsor collects the designs. They are displayed, and the class attempts to identify the characteristics and theme discovered in the designs.

PROCESSING:

The sponsor may ask the class:

1. How effective was the logo in symbolizing the group's characteristics and theme.

2. What nonverbal variables were used in the design. For example, were specific colors used? What was the spatial arrangement of specific items in the design? Did this arrangement affect the theme of the logo?

3. Were any persuasive designs used in developing the logo? What nonverbal forms were used in the design?

4. Which group logo is the most persuasive? Why?

5. Cite examples of logos used in politics, religion, and business. How persuasive are the nonverbal techniques used in the logo?

TITLE: AD DESIGN IDENTIFICATION CONTEST

PURPOSE:

The purpose of this exercise is to reinforce understanding of the five basic designs outlined by Otto Lerbinger in Designs for Persuasive Communication, while increasing your awareness of persuasive communication. (Note: The five designs established by Lerbinger are discussed in the preface to this work. Whatever text and approach is being used in your class this exercise may be adapted to compliment them. Instead of designs from Lerbinger you could easily substitute learning theory, cognitive consistency theory, etc.)

TIME:

25 to 50 minutes.

PARTICIPANTS:

Any number of participants may take part in this exercise.

MATERIALS:

A set of advertisements from contemporary magazines are the basic materials needed. These should represent a wide variety of ads and cover all the basic designs. The same thing might be done by collecting audio and/or video ads. (Television stations often will give you their ads when they are no longer using them.)

PROCEDURE:

The basic idea is to show or play an ad and have the rest of the class attempt to identify the basic design that is primarily involved in the ad. The class could play as individuals or groups. There might be some kind of prize offered for the winners. If there are enough ads the exercise might be handled like a spelling bee.

PROCESSING:

The only processing needed is to discuss the ads and spend time to closely examine those ads where there is a disagreement concerning the design. The processing should be approached with an open mind since there may be several designs/theories in any one ad.

ADDITIONAL SUGGESTIONS:

To build up a stock of ads you might ask each member of the class to bring ten ads. The set of ads might be backed with cardboard or posterboard and used over a period of time.

TITLE: CREATION OF ADVERTISEMENT BY DESIGN

PURPOSE:

The purpose of this exercise is to develop a deeper understanding of the five basic designs of persuasion outlined by Otto Lerbinger in Designs for Persuasive Communication. Such an understanding will come by collecting collages illustrative of the five basic designs. (Note: The five designs established by Lerbinger are discussed in the preface to this work. Whatever text and approach is being used in your class this exercise may be adapted to compliment them. Instead of designs from Lerbinger you could easily substitute learning theory, cognitive consistency theory, etc.)

TIME:

50 minutes.

PARTICIPANTS:

This exercise is best for fifteen or more participants.

MATERIALS:

The materials needed for this exercise are art materials--glue, scissors, construction paper in various colors, large felt-tip pens in various colors, poster board, and a wide variety of old magazines that may be cut up.

PROCEDURE:

Divide the class into small groups of no more than five members. Each group should be assigned one of the basic designs or persuasion theories. The task for each group is to create a collage that either explains the design/theory they have been assigned or is an example of a persuasive message based on that design/theory. The groups should be urged not to copy an existing advertisement, but to create a new one. The last half of the class should be devoted to processing. Each group should be asked to fully explain and defend their representation of the design/theory.

PROCESSING:

1. What is it about your collage that cues one to the design/theory you were assigned?

2. Do you see appeals like the one you have created often? Recall when and where?

3. Do you note any overlap between the collages? How easy or difficult is it to seperate the various designs/theories?

TITLE: ETHICS AND ADVERTISEMENT

PURPOSE:

To discuss the ethics employed in various types of advertisement.

TIME:

50 minutes.

PARTICIPANTS:

Divide class into small groups of 5-7 members.

MATERIALS:

Newspapers, magazines, tapes, etc., containing advertisement.

PROCEDURE:

Since students will be asked to bring material, the sponsor will need to announce the assignment the period before it is scheduled. Each student brings to class an example(s) of advertisement. In their groups, members analyze the ethical use of persuasion discovered in their advertisements.

PROCESSING:

After 35 minutes of discussion in the small groups, the sponsor may want to have an open class discussion. The following questions may be considered for guiding the discussion:

1. Should criteria for assessing ethics of persuasion in advertisement be absolute or relative?

2. Should different standards of ethics be applied to different types of advertisement, such as political, business, and religious?

3. Should the Federal Government tighten its supervision over advertisement? Or should we operate under the principle of "Let buyer beware"?

4. What examples illustrate high ethical standards of persuasion? Why?

5. What examples illustrate low ethical standards of persuasion? Why?

6. Should advertisement always be truthful? Why?

7. If you were to engage in an advertisement campaign, what considerations would you make concerning the ethics of persuasion in your campaign?

SUGGESTED READINGS:

Johannesen, Richard L. ed. Ethics and Persuasion: Selected Readings. New York: Random House, 1967.

Larson, Charles U. Persuasion: Reception and Responsibilty. Belmont, California: Wadsworth Co., Inc., 1973.

TITLE: ETHICS OF PERSUASION

PURPOSE:

The discussion of ethics is important in considering the effects of persuasion upon human behavior. The purpose of this exercise is to discuss the relationship between ethics and persuasion.

TIME:

50 minutes.

PARTICIPANTS:

Divide the class into small groups of 5-6 members.

PROCEDURE:

Members will discuss the following questions:

1. What ethical considerations should be made by the persuader when encouraging children or teenagers to pressure parents into buying products?

2. What ethical considerations might be made in persuading people to act irrationally or impulsively?

3. What ethical considerations might be made by campaign ad agencies? What ethical considerations "should" be made by them?

The first 25 minutes should be spent discussing these questions in small groups. The second half of the class period is devoted to a class discussion. The sponsor may have to encourage the groups to complete their discussions within the alloted time.

PROCESSING:

After the groups have discussed the questions, the sponsor will want to encourage the groups to share their findings. The sponsor may ask:

1. What are the similarities and differences among the codes of ethics developed by the groups?

2. How sensitive are people to the relationship between ethics and persuasion?

3. Should codes of ethics be strictly enforced? Why?

4. Should different ethical codes be used upon different audiences, such as children and adults? Why?

5. Should all ad agencies abide by a similar code of ethics of persuasion?

SUGGESTED READINGS:

Alinsky, Saul. Rules for Radicals. New York: Random House, 1971.

Brembeck, Winston Lamont and Howell, William S. Persuasion: A Means of Social Control. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., pp. 444-65.

Day, Dennis G. "The Ethics of Democratic Debate." Central States Speech Journal, 17 (Feb. 1966), 5-14.

Haiman, Franklyn S. "A Re-examination of Ethics of Persuasion." Central States Speech Journal, 3 (Mar. 1952), 4-9.

Kruger, Arthur N. "The Ethics of Persuasion: A Re-examination." Speech Teacher, 16 (Nov. 1967), 295-305.

Nilsen, Thomas R. Ethics of Speech Communication. Indianapolis: Bobbs-Merrill Co., 1966.

TITLE: NONVERBAL COMMUNICATION AND PERSUASION

PURPOSE:

To illustrate the relationship between nonverbal communication and persuasion. Specifically, every advertiser is consciously aware of the nonverbal environment in which the product is sold. Setting, color, use of space, body movement, touch, and facial affect are carefully considered for every commercial because they supply the product with a special meaning. It is this particular meaning that helps to sell the product.

TIME:

30 minutes.

MATERIALS:

3 x 5 cards.

PROCEDURE:

Distribute to each student two 3 x 5 cards. On one card, the student should write down the name of a product advertised on television. The commercial should be one that the student remembers especially well. If the students can recall several commercials very well, you might instruct them to pick out one that is particularly serious or funny, or sad or happy. "Something that would be memorable." On the other card, the student should be asked to describe the nonverbal communication of the people acting in the commercial, along the following lines:

--Use of artifacts: dress of the actors (uniform, suit, etc.), decoration of surroundings (kitchen, living room, bathroom; banners, insignias; people running about in the background or a computer in the background).

--Use of space: If there are two or more people, do they maintain public distance (15 to 25 feet or more), social (7 to 12 feet), personal (3 to 4 feet), or intimate (6 to 18 inches)?

--Use of touch: Do people touch each other (e.g. kiss, shake hands) or themselves (rub forehead or hands)?

--Use of body movement: Are the people generally facing the camera, each other, what? Are they dancing, standing, sitting, etc.? Do they gesture?

--Facial affect: What is the actor's facial affect? Happiness, surprise, fear, anger, pain, distrust, annoyance, interest, scorn, rage, despair, joy, love, suffering, etc?

--Tone of voice: Breathy, tense, gruff, nasal, flat, dynamic, animated?

--Eye contact: Do they look at each other, themselves, the camera, "stare out into space," etc?

The teacher should randomly choose a few students to read their description cards out loud without revealing the product name. Other students should guess the type of product being advertised working from the nonverbal cues alone. Eventually it should be realized that nonverbal patterns of appeal, such as predominantly authoritative or emotional cues, will be associated with particular products. (For example, an aspirin advertisement: doctor figure, office setting, serious tone of voice, etc.)

For the second part of the exercise, the teacher should have students all trade description cards. Then each student will present their original product to the class using the new description cards. You will probably find these new combinations to be variously funny, nonsensical, or fitting. But what should come through clearly is that advertisers consciously display products in rather particular ways for a certain effect.

ADDITIONAL SUGGESTIONS:

You might, if there is time, have the students describe a commercial while watching a television set and then come to class with the cards for a better description. Or you might have students make up their own commercial ideas for products, using what they have learned as effective persuasive nonverbal cues for particular objects.

PROCESSING:

1. Communicator credibility is considered to be an important part of any influence attempt. How are such concepts as expertness, trustworthiness, liking, status, and attractiveness communicated nonverbally?

2. Do advertizers tend to use stereotyped facial expression, dress, posture, eye contact, etc. in selling their products? What does this tell you about advertizers and their perception of the audience?

3. Are some advertized products more stereotyped in their use of status or attractiveness as a nonverbal appeal than others? For instance, does cosmetic advertizing tend to use attractive, sexy-looking people to the exclusion of other source credibility appeals? Explain.

4. When we say that an advertizment is "slick," what do we mean in a nonverbal sense? Does local advertizing seem to vary with national ads on this point?

SUGGESTED READINGS:

Hall, Edward T. The Hidden Dimension. New York: Anchor Books, 1966.

Harrison, Randall P. Beyond Words: An Introduction to Nonverbal Communication. Englewood Cliffs, New Jersey: Prentice-Hall, 1974.

Knapp, Mark L. Nonverbal Communication in Human Interaction. 2nd ed. New York: Holt, Rinehart and Winston, 1978.

Mehrabian, Albert. Nonverbal Communication. Chicago: Aldine, 1972.

Appendix A

Source for the
"Who Said So" Exercise

The source for the "Who Said So" exercise was Adolf Hitler.

NASA Exercise
Answer Key

NASA EXERCISE - ANSWER KEY

15	Box of matches	Little or no use on the moon
4	Food Concentrate	Supplies daily food requirement
6	50 feet of nylon rope	Useful in tying injured together, help in climbing
8	Parachute silk	Shelter against sun's rays
13	Portable heating unit	Useful only if part landed on dark side
11	Two .45 caliber pistols	Self-propulsion devices could be made from them
12	One case dehydrated Pet milk	Food, mixed with water for drinking
1	Two 100-lb. tanks of oxygen	Fills respiration requirement
3	Stellar map (of moon's constellations)	One of the principal means of finding directions
9	Life raft	CO_2 bottles for self-propulsion across chasms, etc.
14	Magnetic compass	Probably no magnetized poles; thus useless
2	5 gallons of water	Replenishes loss by sweating, etc.
10	Signal flares	Distress call when line of sight possible
7	First-aid kit containing injection needles	Oral pills or injection medicine valuable
5	Solar-powered FM receiver-transmitter	Distress signal transmitter possible communication with mother ship

Appendix C

Exercise Evaluation Sheet

Name_____

Exercise_____

EXERCISE EVALUATION SHEET

1. In your own words, what was the purpose of today's exercise?

2. Did you feel it was effective in getting across the major focus with regard to persuasion? (Circle appropriate number.)

   Very effective 1 2 3 4 5 Not very effective

3. What did you like most about today's exercise?

4. What did you like least?

5. How could this exercise be changed so that you might get more out of it?

6. From what you could tell, how did others in the class evaluate this exercise for effectiveness? (Circle you answer.)

   Very effective 1 2 3 4 5 Not very effective

7. How interesting was this exercise? (Circle your answer.)

   Very interesting 1 2 3 4 5 Not very interesting

8. How valuable was this exercise as a learning device? (Circle your answer.)

   Valuable 1 2 3 4 5 Not valuable

9. The exercise was:

   Clear 1 2 3 4 5 Ambiguous

   Abstract 1 2 3 4 5 Concrete

10. Would you recommend this exercise be used again? _____Yes _____No

11. Is there anything else you would like to communicate to us about this exercise?